

Reading Public Schools

School Committee Meeting Packet

November 2, 2023



Open Session 7:00p.m.

Reading Memorial High School Library

Reading, MA



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2023-11-02

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Thomas Wise, Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

7:00 p.m.	A.	Call to Order
7:00 p.m.	B.	Public Comment Focus on Excellence 1. Language Opportunity Coalition Biliteracy Achievement Awards 2. MA Seal of Biliteracy Qualifications Consent Agenda 1. Minutes (10-05-2023) 2. Minutes (10-19-2023) 3. RMHS Volleyball Parents Organization Donation Warrant Reports 1. 10-19-2023 2. 10-26-2023 Reports 1. Student 2. Assistant Superintendent of Student Services 3. Assistant Superintendent of Learning & Teaching 4. Superintendent 5. Liaison/Sub-Committee
7:20 p.m.	E.	New Business 1. Youth Risk Behavior Survey Presentation & Discussion 2. Elementary & Secondary School Improvement Plan Presentations & Discussion
9:00 p.m.	G.	Executive Session 1. To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.



Town of Reading Meeting Posting with Agenda

		of the public body (Reading Teachers Association and Reading Administrative Secretaries Association) as an open meeting will have a detrimental effect on the bargaining position of the Reading School Committee.
	F.	Information / Correspondence 1.
9:30 p.m.		Adjourn

**Times are approximate

Join Zoom Meeting

<https://readingpsma.zoom.us/j/85410564289>

Meeting ID: 854 1056 4289

One tap mobile

+16469313860,,85410564289# US

+13017158592,,85410564289# US (Washington DC)

Biliteracy Pathway Awards in Reading Public Schools



Danja Mahoney (Ed.D.) RMHS WL Department Chair

Derrick Ryan (MS) RPS MA Seal of Biliteracy Coordinator



Why are the LOC Biliteracy Pathway Awards Important?

- To encourage students to work towards the MA Seal of Biliteracy and promote long-term language study by recognizing and rewarding language learning in elementary, middle and high school.
- In addition to the Massachusetts State Seal of Biliteracy.
- For career reasons: Greater job opportunities - internationally recognized levels
- For educational reasons: improved learning outcomes, bilingualism is associated with higher graduation rates among children of immigrants, leads to greater creativity, and promotes higher levels of abstract thought and reasoning.
- For cognitive reasons: executive function (attention control and mental flexibility), may delay the onset of illnesses such as Alzheimer's disease.
- For sociocultural reasons: the understanding of other cultures, increased empathy development, enhanced connections to heritage cultures and promotes global awareness, reduced discrimination, improved self-esteem and stronger cross-group relationships

LOC Pathway Awards

- Students in grades 8, 9 and 11/12 will take the assessment in March
Avant STAMP (STStandards-based **M**easurement of **P**roficiency) **4S** Assessment
Four Domains: Reading Writing Listening Speaking
- Middle school students who earn intermediate-low on all four domains earn
LOC Biliteracy Attainment Award
- High School students who earn intermediate-mid (or higher) on all four domains
LOC Biliteracy Achievement Award



Biliteracy Pathway Awards - Goals and Outcomes

Students use the data from regular assessments to gain understanding of their own proficiency growth over time. *“What can I do to level up?”*

Students who gain Intermediate Low or Advanced proficiency earn the MA Seal of Biliteracy upon graduation.



**Jackie Berner,
MA Seal of
Biliteracy, 2024**



**Cory Kehoe,
MA Seal of Biliteracy, 2024**

2023-24 RMHS LOC Achievement Award Earners

Ella	Abreu	Charlotte	Manahan
Heather	Aylward	Maureen	Manning
Nicholas	Belous	Sean	McClellan
Liam	Billingham	Kevin	McGlinchey
Grace	Brown	Lily	O'Callaghan
Cristian	Cannella	Astrid	Puff
Alyssa	Clarkson	Aidan	Ruelos
Rhea	Cremin	Autumn	Russell
Drew	Cullen	William	Schromm
Caroline	Gallegos	Henry	Skehan
Bethlehem	Gebeyaw	Lily	Stanton
Ava	Goodwin	Nicole	Torello
Quinn	Grant	Samantha	Zhu
Tiffany	Green	Allison	Zurcher
Levi	Lewin		
Hayes	Littlefield		
Ava	Maganzini		
Mark	Malley		

2024 MA Seal of Biliteracy Earners (upon graduation)

Samways	Amanda	<i>Spanish and Portugues</i>
Moore	William	<i>Spanish</i>
Kehoe	Cory	<i>Spanish</i>
Gellot	Charlotte	<i>French</i>
VanMagness	Benjamin	<i>Spanish</i>
Sanphy	Edward	<i>Spanish</i>
Myatt	Henry	<i>Spanish</i>
Puff	Astrid	<i>Spanish</i>
Hallberg	Emil	<i>Swedish</i>
McGlinchey	Kevin	<i>Spanish</i>
Aguiar	Larissa	<i>Portuguese</i>
Borrero	Miguel	<i>French and Spanish</i>
Goodhue	Hannah	<i>Spanish</i>
Berner	Jacqueline	<i>Spanish</i>

Why is multilingualism important to you? students from class of 2024

“It is immeasurably rewarding to communicate with people from different cultures to compare differences and similarities of daily life” - Hayes Littlefield

“Learning a foreign language has helped me to gain a better understanding of the world around me and learn the importance of communication.” - Astrid Puff

“Being multilingual is important to me because it fosters cultural understanding and communication across diverse communities, enhancing both global cooperation and personal opportunities.” - Quinn Grant

“It is important to me to be able to speak more than one language because ultimately it can help me in my end career. Having the ability to speak more than one language is extremely beneficial even if you're not 100% fluent because even more in our society today, it isn't uncommon to come across some sort of language barrier in the workforce and knowing even just a decent amount can go a long way”. -Autumn Mathews

“I see expanding my knowledge of language as expanding my possibilities; taking Spanish class allows me to experience and benefit from a world previously unreachable for me and I find that incredibly valuable.” - Heather Aylward

“Multilingualism is important to me because it allows me to meet and communicate with people from various backgrounds. It's also very useful with traveling and helps with my understanding and appreciation of the different cultures around the world.” -Cory Kehoe

Reading Public Schools
School Committee Meeting Packet
November 2, 2023



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2023-10-05

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Carla Nazzaro, Erin Gaffen, Tom Wise, Sarah McLaughlin and Shawn Brandt

Members - Not Present:

Charles Robinson

Others Present:

Assistant Superintendent Dr. Sarah Hardy, Superintendent Dr. Thomas Milaschewski and Student Emily Goodhue

Minutes Respectfully Submitted By: Olivia Lejeune on behalf of the chairperson.

Topics of Discussion:

A. Call to Order – Mr. Wise called the meeting to order at 7:00 p.m. to review the agenda.

Mr. Wise motioned to move item C1 out of order, seconded by Mr. Brandt, the vote passed 5-0.

C. Personnel

1. Introduction of 2023-2024 Student Advisory Committee including Student(s) Reports

Emily Goodhue, a senior at RMHS, gave a brief introduction as the School Committee student representative for the 2023-2024 school year and provided an update on the start of the school year. Some highlights to the start of the school year include homecoming week, Unity Day, the last home football game, the first unified basketball game against Watertown, the Triangle/EMBARC program field trip to the Red Sox, and the seniors have taken the literacy tests to earn their seal of biliteracy in different languages spanning from Spanish to French to Swedish.

Dr. Milaschewski provided some background on the student representative position. To comply with MGL, we are required to have a student advisory committee of at least five students. Elections are typically hosted in June, but since we did not hold elections, we opened it up to anyone who wanted to be part of the advisory committee. We have 21 members on the committee this year. Emily Goodhue is serving as the chair and served on the committee last year. This is a great way for students to have a voice and we expect to be in full compliance with MGL next year by holding elections in June.

B. Public Comment

Focus on Excellence

1. RMHS Rocket Ambassadors

Dr. Milaschewski introduced the agenda item 'Focus on Excellence' which will be an item going forward at each meeting. Students part of the Rocket Ambassador program spoke to staff on the first day of school about their experiences in the Reading Public Schools and we have invited students here tonight to share some of the stories shared on the first day of school so the community can hear from them.

Ms. Lynna Williams gave some context on the program noting it has been revamped over the years. Seniors Allyson Sumner and Edward Sanphy discussed their time as students in Reading reflecting on different experiences that have an impact on their life and education.

Ms. Lynna Williams applauded the two students for being here tonight. Ambassadors are nominated by staff and it's very clear why these students were selected.

Consent Agenda

1. Minutes (09-18-2023)
2. Unified Basketball Program donation
3. Reading Girls Soccer Parent Association donation
4. Coolidge School Store donation
5. Wood End Charitable Contribution
6. Acceptance of FY24 Earmark – RMHS Keyboards Award
7. Acceptance of FY24 Innovation Career Pathways Planning Grant
8. Acceptance of FY24 Innovation Pathways Implementation and Support Grant
9. Quebec Field Trip Request

Warrant Reports

1. 09-14-2023
2. 09-21-2023
3. 09-28-2023

Mrs. Gaffen motioned to approve the consent agenda, seconded by Mr. Brandt, the vote passed 5-0.

Reports

1. Assistant Superintendent of Teaching & Learning – Dr. Hardy reported on two items, first giving a shout-out to teachers acting as mentors this year and secondly, discussing the launch of the Math Pathways Advisory Committee.
2. Superintendent – Dr. Milaschewski thanked all who came out to support the unified basketball kickoff game earlier today. We are looking forward to a great season!
3. Liaison/Sub-Committee
 - a. Mrs. Nazzaro – The Killam School Building Committee proposals are due next Wednesday from designers. It will take a few weeks to review the proposals followed by MSBA meetings in which we will have an approved designer.

- b. Mr. Brandt – Mr. Fidel Maltez has been appointed the City Manager of Chelsea. Mr. Maltez has been a great partner to the schools, and we wish him well.
- c. Mrs. McLaughlin – No report
- d. Mrs. Gaffen – No report
- e. Mr. Wise – Mr. Wise recognized that October is dyslexia awareness month.

E. New Business

1. Request of School Committee: Land at Birch Meadow Elementary for Dog Park with Potential Vote (A)

Community member, Mr. Cool presented a proposed plan to turn land adjacent to Birch Meadow Elementary School into a dog park. With this plan, there were multiple options presented to separate the dog park from the playground including a double fence, plantings, and a solid barrier.

There was consensus from the committee that if the space is actively used by students, it is difficult to give that up. It was also noted that the committee has not fully resolved future building plans and hesitates to give up land that could be used in the future.

2. 2023 MCAS Results Presentation

Dr. Milaschewski reviewed the 2023 MCAS district results highlighting the following areas:

- School Accountability Percentiles
- Elementary ELA Performance
- RMHS Math Performance.

These are great areas to highlight and show how the district is really moving the needle. Six out of eight schools set school records in school accountability percentiles, elementary ELA SGP was fourth out of 307 districts statewide, and RMHS set overall and subgroup records for math growth (SGP).

However, there are also areas of concern.

- Overall, there have been a lot of areas of growth. The percent proficiency has not reached pre-pandemic levels in most content areas.
- We are also seeing achievement gaps as there are areas where we closed the gap, but in some places, it has widened. We want to raise the bar for all students across the district.
- Dr. Milaschewski pointed out the Parker Middle School accountability result. We do have strategies to improve systems for instruction and a high-level overview will be outlined in the Parker Middle School annual school improvement plan.

Mr. Brandt pointed out it is very encouraging to see the student growth percentiles at the elementary level as this really shows a leading indicator of where the district is moving.

Mrs. McLaughlin noted it will be important to use the data to close the gap on targeted interventions as we have a lot of students impacted by the pandemic significantly.

As for moving forward, Dr. Milaschewski shared that individual student reports will be mailed to families early next week and are expected to be in mailboxes by Friday. Principals will be sharing an update with their community in their newsletters. They will also share this with their school councils and PTO. School improvement plans will be presented on November 2 and principals will host a session where anyone in the community will be able to attend and ask questions. We will share those session dates and times with the committee. Overall, even with the concerns that have been noted as a result of the MCAS data, it is encouraging to know we have already aligned ourselves to find solutions.

3. FY24 Enrollment Update

Dr. Milaschewski reviewed the enrollment update. One thing that sticks out is the number reported as students with disabilities. To provide some context, informally we have learned from other local districts that they are seeing an increase in this number as well. There are more referrals than before the pandemic and we saw a lot of learning loss during that period. Mrs. McLaughlin pointed out that 771 students on IEPs seem consistent with pre-pandemic numbers. That number dipped during the pandemic and went back up.

Overall, enrollment has jumped to almost 4,000 students in the district. The enrollment numbers are heavier in fourth grade which can be attested to students returning after going to private school during the pandemic. Mr. Wise noted it would be helpful to see FY23 actual numbers to be able to tell a full story.

A question was raised as to the district keeping to the School Committee's recommended class size guidelines. Dr. Milaschewski stated we are still within the class size targets. The school pushing the boundary the most is Birch Meadow Elementary where we are feeling it more in the younger grades.

4. Review and Approve Killam School Building Update for Town Meeting

Mrs. Nazzaro reviewed the draft letter, which, if approved by the committee, will serve as the update for the Killam School Building at the Town Meeting. One edit that has not been reflected is the addition of more description regarding the outreach efforts, including listening sessions, forums, etc.

Mr. Wise motioned to approve the Killam School Building Committee Town Meeting update as amended, seconded by Mrs. McLaughlin, the vote passed 5-0.

D. Old Business

1. Birch Meadow Phase II PARC Grant Surplus Land Discussion and Vote (A)

Mr. Wise briefly reminded the committee of the purpose of this discussion: The committee is being asked to allocate a small piece of land at Birch Meadow to the Select Board as part of their application for a \$500k PARC Grant. Some concerns have been raised regarding the potential impact on our athletes who currently use this land. Mr. Maltez and Mr. Wise have reviewed the map outlining the available space. It's worth

noting that the Recreation Committee is responsible for allocating space when it's not in use by the schools, which should provide assurance that athletes will have priority access to any available space.

Mr. Wise made a motion that pursuant to G.L. c. 40, §15A, the School Committee votes to declare the land in Assessor Parcel ID 27-0-342 as surplus, subject to the Town receiving a successful PARC grant award, and that the tennis courts be given priority use for High School Athletics as determined by the Superintendent, or their designee, and in alignment with the Recreation Committee's duties as outlined in the Town of Reading Home Rule Charter, seconded by Mrs. Gaffen, the vote passed 5-0.

Mr. Wise motioned to adjourn, seconded by Mr. Brandt, and the vote passed 5-0.

<https://www.youtube.com/watch?v=iB-4GNI-fDQ>

Meeting Adjourned 8:52pm



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2023-10-19

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Carla Nazzaro, Erin Gaffen, Tom Wise, Sarah McLaughlin and Charles Robinson

Members - Not Present:

Shawn Brandt

Others Present:

Assistant Superintendent Dr. Sarah Hardy, Director of Finance and Operations Dr. Derek Pinto, Superintendent Dr. Thomas Milaschewski and Principal Mrs. Jessica Callanan

Minutes Respectfully Submitted By: Olivia Lejeune on behalf of the chairperson.

Topics of Discussion:

A. Call to Order – Mr. Wise called the meeting to order at 7:03 p.m. to review the agenda.

B. Public Comment

Focus on Excellence

1. Recognition of Class of 2024 National Merit Scholars – Interim High School Principal, Mrs. Jessica Callanan, recognized the following students for being named National Merit Commended students: Ruby R. Allen, Caylyn P. Heroux, Brendan Hoffman, Maureen Manning, Vedant S. Narayan, William C. O'Connor, Lily A. Powell, and Hannah Wiggins and Yiyang "Ian" Xiao who was named as a National Merit Semifinalist.

2. 2023-2024 Massachusetts Association of School Superintendents Certificate of Academic Excellence – Dr. Milaschewski congratulated and recognized students Isabella Ring and Mark Malley who are 2023-2024 recipients of the Massachusetts Association of School Superintendents Certificate of Academic Excellence.

Consent Agenda

1. Friends of RMHS Cheer Donation
2. Friends of Reading Field Hockey Donation
3. Friends of Reading Football Donation (5)
4. Reading Parents Supporting Student Theatre Donation (3)

Warrant Reports

1. 10-05-2023
2. 10-12-2023

Mrs. Gaffen motioned to approve the consent agenda, seconded by Mr. Robinson, the vote passed 5-0.

Reports

1. Student – Interim High School Principal, Mrs. Jessica Callanan, reported on behalf of student Emily Goodhue giving the following updates:
 - Over 450 students took the PSAT. Mrs. Callanan gave a shout out to Director of Counseling, Ms. Lynna Williams, for organizing the day of testing as it was the first time conducted online.
 - Next week, RMHS will host several Historically Black Colleges and Universities (HBCU) at the school and students will have the opportunity to attend a panel discussion where they will hear from admissions counselors. Students also have the opportunity to attend the HBCU College Fair at the Reggie Lewis Center followed by a lunch at the METCO Headquarters.
 - We are excited to celebrate student athletes. The athletic teams are doing well and these students are held to a high standard as participating in sports is a privilege. Along with our athletic teams, we have 45 active clubs keeping students involved.
 - We are also excited about the expansion of Robockets, the dance team debut, and the upcoming national honor society induction.
2. Assistant Superintendent of Teaching & Learning – Dr. Hardy reported on the roll out of the K-8 math coaches. These clear job descriptions have set the coaches up for success. Teachers are inviting coaches into their classrooms and we are tracking data to be able to show how much the coaches expertise are being utilized by teachers. We hope to continue to report good news on this initiative and share more at the end of the school year.
3. Director of Finance & Operations – Dr. Pinto provided an update on the collaboration between the food service department and METCO Program as we celebrated Hispanic Heritage month with a cafeteria collaboration inviting a Dominican Restaurant in to help prepare meals for our community to enjoy.
4. Superintendent – Dr. Milaschewski thanked our two Rocket Ambassadors who joined us last week. We are excited to announce the return of Lego League and want to give a big thanks to Director of Community Education, Mr. Chris Nelson and his team for getting this back up and running. There will be more information provided in the district newsletter tomorrow.
5. Liaison/Sub-Committee
 - a. Mr. Robinson – The Charter Review Committee held their first meeting and will eventually come to this committee with recommendations. It will be a long process and this committee will continue to be updated. SWEC also met to discuss a potential dog park and pickleball as we prepare for Town Meeting. SWEC has received responses to the RFI which the committee is pleased about and continues to create discussion.
 - b. Mrs. Nazzaro – The Killam School Building Committee received request for services and four bids from designers are under review.

- c. Mrs. McLaughlin – The RCTV Board had a meeting and the group plans to meet with Dr. Pinto to create a plan going forward as budget season unfolds to discuss teaching, materials, etc.
- d. Mrs. Gaffen – SEPAC held their first business meeting of the school year and elected a new board. Thank you to outgoing Board member Maria Morgan for her dedication to SEPAC. PAIR helped welcome the new Town Director for Equity and Social Justice, Mr. Albert Pless.
- e. Mr. Wise – The Student Advisory Committee met and will continue to try to meet every other month per MGL. At the Finance Committee meeting they voted on a 4% number for the operating budget perspective.

E. New Business

1. ARC K-2 Implementation Deep Dive including Hill for Literacy Training.

Dr. Hardy and Humanities Curriculum Coordinator, Ms. Erin Burchill, provided an overview of the ARC K-2 implementation plan. Dr. Hardy and Ms. Burchill will return in December to present to the committee on the early literacy screening and literacy intervention plan. To start, the process for adopting a new curricular resource was reviewed. Currently, grades K-2 are in the implementation phase while grades 3-5 are in the implement and monitor phase. Year one for grades K-2 is focused on targeted professional development, communication with families and community, ongoing monitoring of curriculum implementation, and responsive adjustment of implementation supports.

Targeted professional development means ARC coaches are visiting schools to provide 10 coaching visits per school which means 10 days of training/coaching with building leaders, collaborative workshops on Fridays and in service days, and participating in a network with school leaders in other districts utilizing ARC Core. The district is partnering with The Hill for Literacy for additional professional development opportunities.

The ARC Core Implementation Team is available to support and monitor implementation while also focusing on communication and feedback. Building leaders are collaborating on communication plans with families and the community. Principals have discussed their communication structures and meet once a month with the learning and teaching team.

In years one and two, ongoing monitoring of curriculum implementation will continue and adjustments are made to supports based on patterns and trends emerging from ongoing monitoring.

As for early observations, we are into the first seven weeks of school and seeing a 98% IRLA completion rate. It is positive to see strong routines and structures in place, grades 3-5 are continuing to build on instructional practices, and K-2 has jumped right in and is managing learning a new framework for instruction and assessment. The teachers have been phenomenal and are providing great feedback. Other districts are getting a push from their teachers to make this shift as there is growing interest and awareness.

2. FY23 End-of-Year Financial Update including Budget Transfer Vote (if necessary)

Dr. Pinto provided an update on the end-of-year financial update. In the packet, three reports have been provided. Overall, the School Department met all financial obligations for FY23. We are seeing favorable trends with regard to free cash and returned \$102,002 to the town's free cash reserve.

Dr. Pinto provided a Special Education Reserve Fund report which is a requirement that came out of the revised DBDA policy and is meant to provide for unanticipated or unbudgeted costs. This report shows \$175,000 has been transferred to the Special Education Reserve Fund.

Mr. Wise pointed out the difference between required net school spend and actual school spend and the difference we are seeing in this report which leads to a significant difference between the minimum and maximums spends.

Mrs. Gaffen motioned to transfer \$204,290 from regular day and transfer \$187,272 to special education, \$14,900 to administration and \$3,900 to athletics, seconded by Mrs. Nazzaro, and the vote passed 5-0.

G. Executive Session

Ms. Gaffen motioned to adjourn to Executive Session and not return to open session to discuss strategy with respect to collective bargaining on the bargaining position of the public body (Reading Teachers Association, Reading Paraeducators Association, and Reading Administrative Secretaries Association) as the chair declares an open meeting will have a detrimental effect on the bargaining position of the Reading School Committee, seconded by Mrs. McLaughlin.

Roll Call Vote – Roll Call Vote to adjourn to Executive Session, Mr. Robinson – yes, Mrs. Nazzaro – yes, Mrs. McLaughlin – yes, Mrs. Gaffen – yes, and Mr. Wise – yes. The vote passed 5-0.

<https://www.youtube.com/watch?v=Q4Hk7okjA7Y>

Meeting Adjourned from regular session at approximately 8:33pm

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: October 31, 2023
RE: Vote to Accept RMHS Volleyball Parents Organization Donation

Please vote to accept a donation of \$2,906.98 from the RMHS Volleyball Parents Organization. This donation is for the benefit of Assistant Coach Melissa Del Pozzo.

Please find attached the donation letter from Dan Robinson on behalf of the RMHS Volleyball Parents Organization.

Thank you.

RMHS VOLLEYBALL PARENTS ORGANIZATION

56 Grey Coach Road
Reading, MA 01867

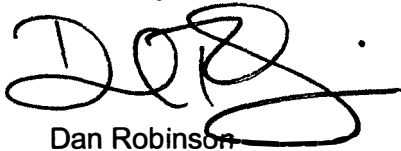
October 23, 2023

To Whom It May Concern:

Enclosed please find a check in the amount of \$2,906.98. These funds are being donated to the town for the benefit of Melissa Del Pozzo who has served this year as an assistant coach for the RMHS Volleyball Program.

Should you have any questions please don't hesitate to contact me at 978-852-1974.

Sincerely,

A handwritten signature in black ink, appearing to read 'DOR', with a long horizontal flourish extending to the right.

Dan Robinson
RMHS Volleyball Parents Organization

Reading Public Schools

School Committee Meeting Packet

November 2, 2023



New Business



Reading Police
Department

781.942.6793



15 Union St., Reading, MA 01867



Emcnamara@ci.reading.ma.us



Erica McNamara, MPH
Coalition Director

October 31, 2023

Dear School Committee Members,

Thank you for the invitation to present key findings from the 2023 Youth Health Survey (middle schools and high school) on Thursday November 2, 2023. Please see attached for my slide deck.

Additional materials will be shared by the Superintendent on the Reading Public Schools Website. These materials include:

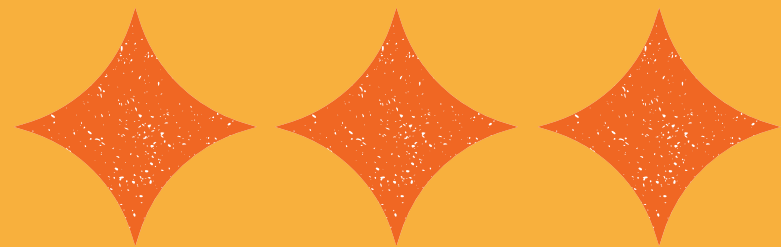
- 2023 YRBS Report for Reading, compiled by JSI, consultant
- 2023 YRBS Report for Middlesex League, compiled by JSI consultant
- 2023 YRBS Report on Substance Misuse Data, compiled by JSI consultant

Sincerely,
Erica McNamara, MPH

2023

READING YOUTH HEALTH SURVEY

KEY FINDINGS



Erica McNamara, MPH

emcnamara@ci.reading.ma.us



Survey Partners



Funding

Lahey Health & Mystic Valley Public Health Coalition



Consultant

John Snow Inc.



School Samples

Coalition staff served as Survey Coordinators working with School Leaders for the district, High school and two middle schools in Reading.



Larger Survey Data Sets



2021 Results

cdc.gov/healthyyouth



dese

MASSACHUSETTS
Department of Elementary
and Secondary Education

MA YRBS

[HTTPS://WWW.DOE.MASS.EDU/SFS/YRBS/](https://www.doe.mass.edu/sfs/yrbs/)

Tim e lin e



The Youth Health survey is conducted in the odd years. The prior survey was conducted in 2021. The process for 2023 was launched in January of this year.

Winter

Middlesex
Supts.
confirm
survey &
finding

Spring

Question
review &
data
collection

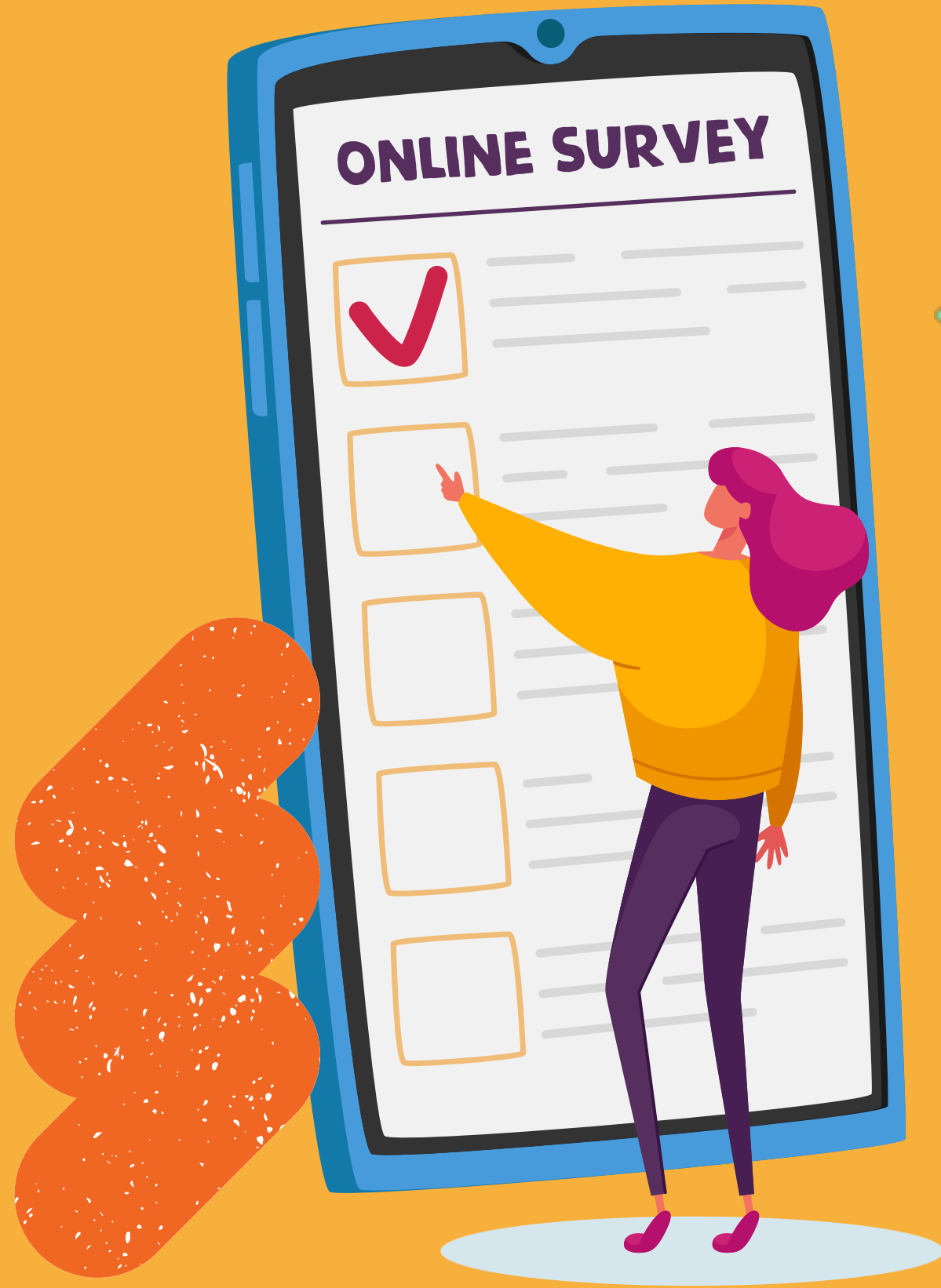
Summer

Report
review &
analysis

Fall

Present
findings





SHOUT OUT TO OUR LOCAL SURVEY PARTICIPANTS

782 HS STUDENTS
740 MS STUDENTS



RPS DISTRICT LEADERS
SURVEY PROCTORS

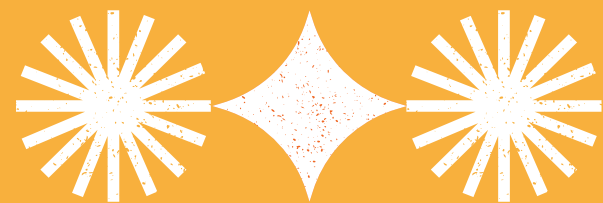
PARENTS

J S I L I A S I O N S

KRYSTAL MELLONAKOS - GARAY, RCPS

Context

Overall, Reading's survey results (n=1,522 students) indicate risk and protective factor percentages within 1-2% of the regional comparisons for the Middlesex League (n=7,914 students). The Middlesex League school districts are experiencing similar patterns of risk overall.



Source Data

2023

106 pages (HS/MS)

**Reading Public Schools
Youth Health Survey
Full Report**



2023

116 pages (HS/MS)

**Middlesex League
Youth Health Survey
Regional Report**

2023

20 pages (HS/MS)

**Reading Public Schools
Youth Health Survey
Presentation**



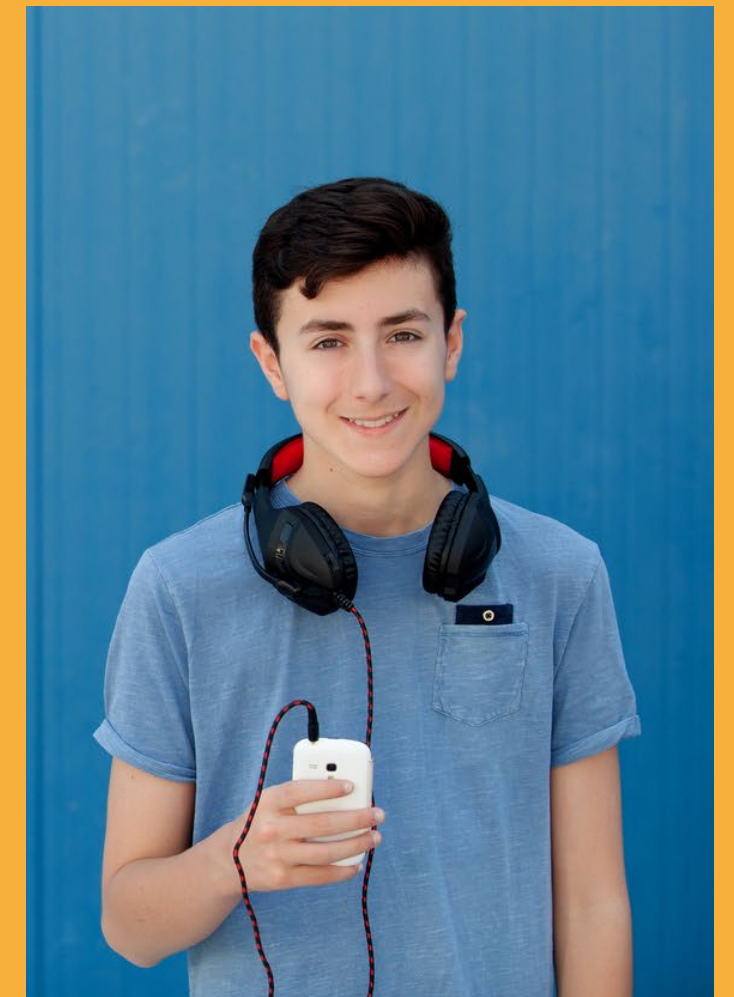
CONSIDER THIS...

As we dive into the results, allow yourself to hold the following:

- RISK BEHAVIOR HAPPENS WHETHER WE ASK STUDENTS ABOUT IT OR NOT.
- TWO THINGS CAN BE TRUE AT THE SAME TIME.
- YOUTH RISK & PROTECTIVE BEHAVIORS REFLECT OUR SOCIETAL VALUES, NORMS & PRESSURES.

CONSIDER THIS ...

- STUDENTS MAY HAVE MISPERCEPTIONS ABOUT THEIR PEERS BEHAVIORS ESPECIALLY IF THEY DON'T SEE IT IN THEIR FRIEND GROUP.
 - EX. A YOUNG PERSON MAY NOT SEE A PROBLEM IN THEIR FRIEND GROUP OR A LOT OF PROBLEMS.
- WE ARE ALWAYS LEARNING HOW TO COPE
 - RISK BEHAVIORS OFTEN REFLECT UNHEALTHY COPING ATTEMPTS & TRIES.



HIGH SCHOOL(HS)

STUDENT HS SAMPLE FOR 2023

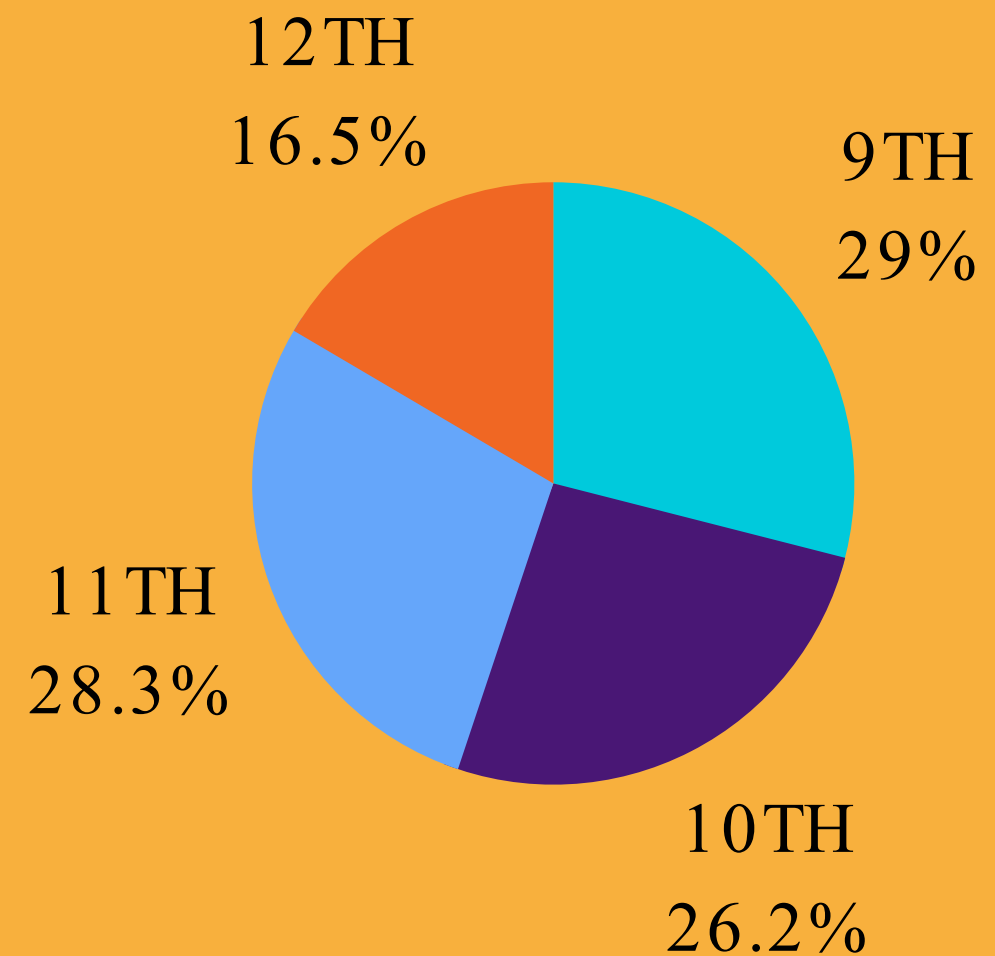
PARTICIPATION RATE IS 71% OF STUDENTS.

9th grade = 226 students

10th grade = 204 students

11th grade = 221 students

12th grade = 129 students*



*Due to the internship program occurring during the survey sample window, the sample of high school seniors is smaller than typical. 2025 survey timeline will be fixed to ensure more seniors are included. Seniors typically display the most risk behaviors so any combined results that demonstrate decline from 2021 may be impacted by the smaller sample of 12th graders.

HS Sample Characteristics

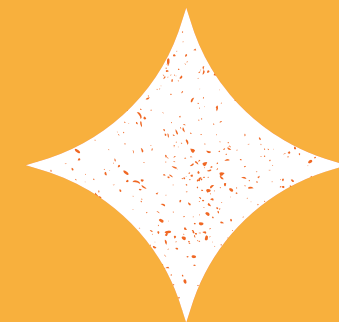
Race

Asian= 37 students
Black= 14 students
White= 665 students
Another race= 23 students
Multi-racial= 39 students



Ethnicity

Hispanic/Latino= 44 students
Not Hispanic/Latino= 719 students



Gender identity

Woman/Girl= 324 students
Man/boy= 398 students
Transgender & Gender Diverse= 49
No response= 11



Sexual Orientation

Heterosexual= 618 students
LGBQ+= 150 students
Not sure/no response= 11 students

MIDDLE SCHOOL (MS)

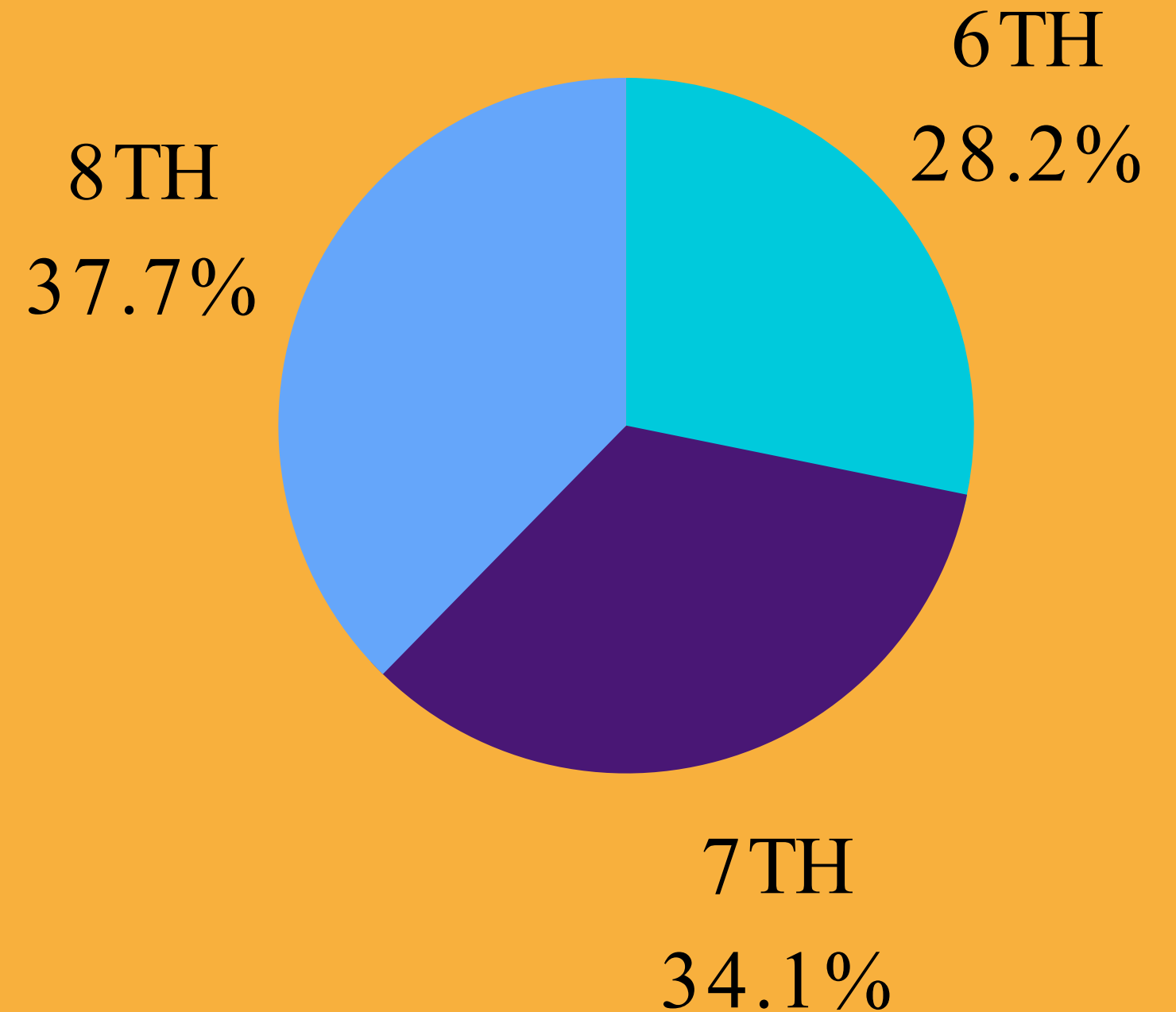
STUDENT MS SAMPLE FOR 2023

PARTICIPATION RATE IS 83% OF STUDENTS.

6th grade = 208 students

7th grade = 252 students

8th grade = 278 students



MS Sample Characteristics

Race

Asian= 28 students
Black= 29 students
White= 598 students
Another race= 39 students
Multi-racial= 36 students



Ethnicity

Hispanic/Latino= 56 students
Not Hispanic/Latino= 662 students



Gender identity

Woman/Girl= 346 students
Man/boy= 365 students
Transgender & Gender Diverse= 20
No response= 9

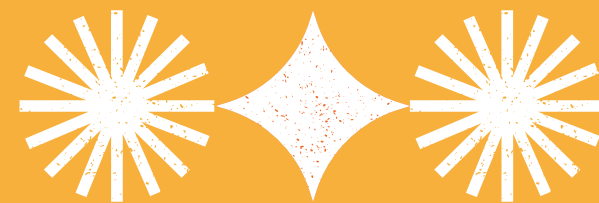


Sexual Orientation

Heterosexual= 593 students
LGBQ+= 93 students
Not sure/no response= 49 students

S a f e t y

5% (MS Reading) and 7% (HS Reading) students in 2023 reported not attending school (at least 1+ days) in the past 30 days due to feeling unsafe 'on the way to school' or 'at school' than in 2021 (4%, HS Reading).



Of those that felt unsafe ...

Sorted by Sample Characteristics at high school level

MULTIRACIAL INCLUDING
HISPANIC/
LATINO STUDENTS
(16 - 22% VS 7%)

2.6x higher rate of
missing school due to
feeling unsafe



FEMALE & GENDER
DIVERSE STUDENTS
(8 - 9% VS 7%)

1.2x higher rate of
missing school due
to feeling unsafe

Student Feedback



For the 2023 survey, students were given the opportunity to identify health issues that they think concern students in their school. Here is a quote from a student.

“I feel that the biggest health issue is inclusion. While it is being addressed, there are many people of minorities who may not feel like they are part of something.”



Discrimination

In 2023, 2-8% students (Reading MS/HS) reported 'they felt they were treated badly' because of their 'race/ethnicity', 'gender', 'sexual orientation' and/or 'religion' than in 2021 (4-7%, Reading MS/HS).



During past 12 months, how often 'have you felt you' were treated 'badly or unfairly' in school because of....

RACE
OR
ETHNICITY

GENDER
IDENTITY

SEXUAL
ORIENTATION

RELIGION

LOCAL RATE (BY HOW FREQUENT/ SOMETIMES, MOST THE TIME, ALWAYS)

6% MS
5% HS

4% MS
8% HS

4% MS
8% HS

2% MS
6% HS

6-7%
MIDDLESEX LEAGUE
RATE

6-7%
MIDDLESEX LEAGUE
RATE

5%
MIDDLESEX LEAGUE
RATE

4-5%
MIDDLESEX LEAGUE
RATE

Student Feedback



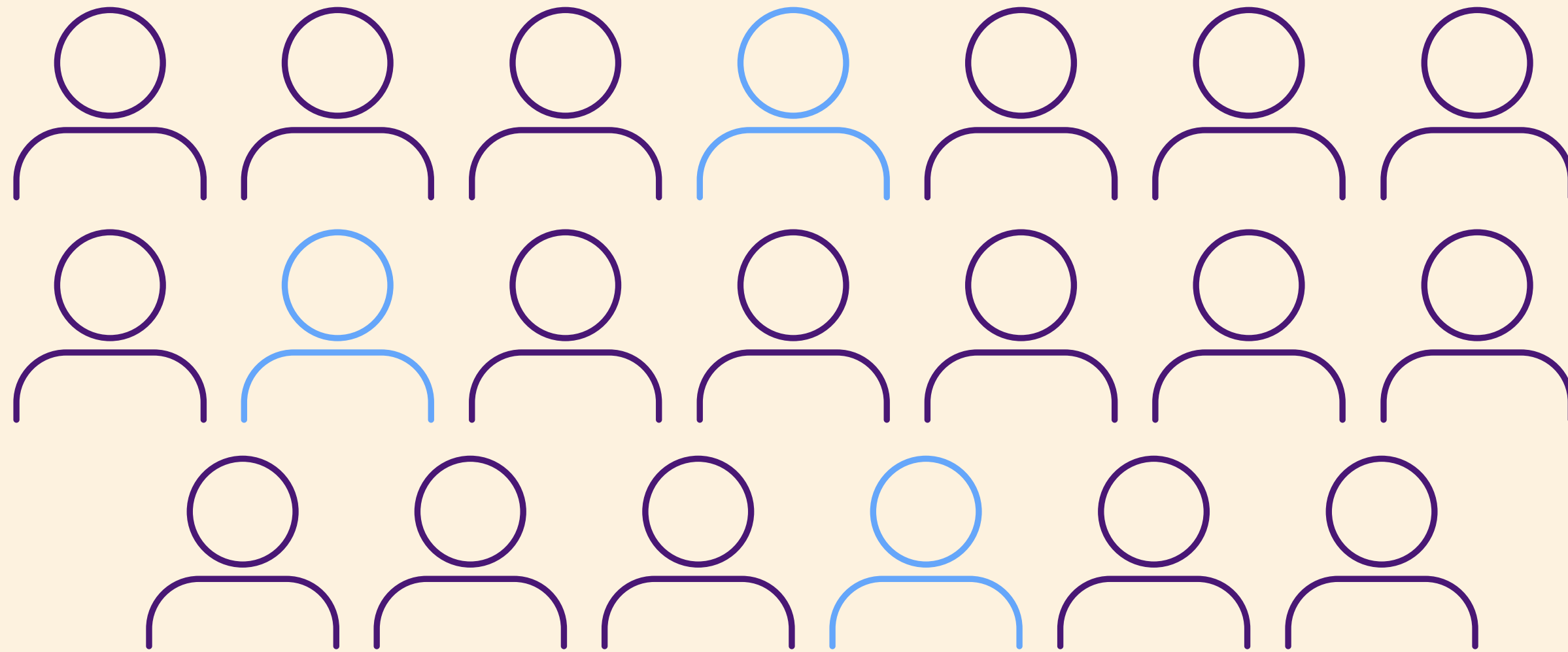
For the 2023 survey, students were given the opportunity to identify health issues that they think concern students in their school. Here is a quote from a student.

“I think that the main thing that can concern students in school is bullying or being treated unfairly due to race or gender/sexual Identity.”



STUDENTS THAT REPORTED 'BULLYING ON SCHOOL PROPERTY' IN PAST YEAR

ZOOM IN ON THE CLASSROOM



BULLYING

15 - 16% OF LOCAL STUDENTS REPORTED BEING BULLIED ON SCHOOL PROPERTY IN THE LAST YEAR. THIS RATE IS 2X HIGHER THAN 2021 AND HIGHER THAN THE LEAGUE RATE (9%).

Of the 15% that reported bullying on school property...

Sorted by Sample Characteristics

MULTIRACIAL INCLUDING
HISPANIC/
LATINO STUDENTS
(18 - 23% VS 15%)



MALE & GENDER
DIVERSE STUDENTS
(16 - 31% VS 15%)

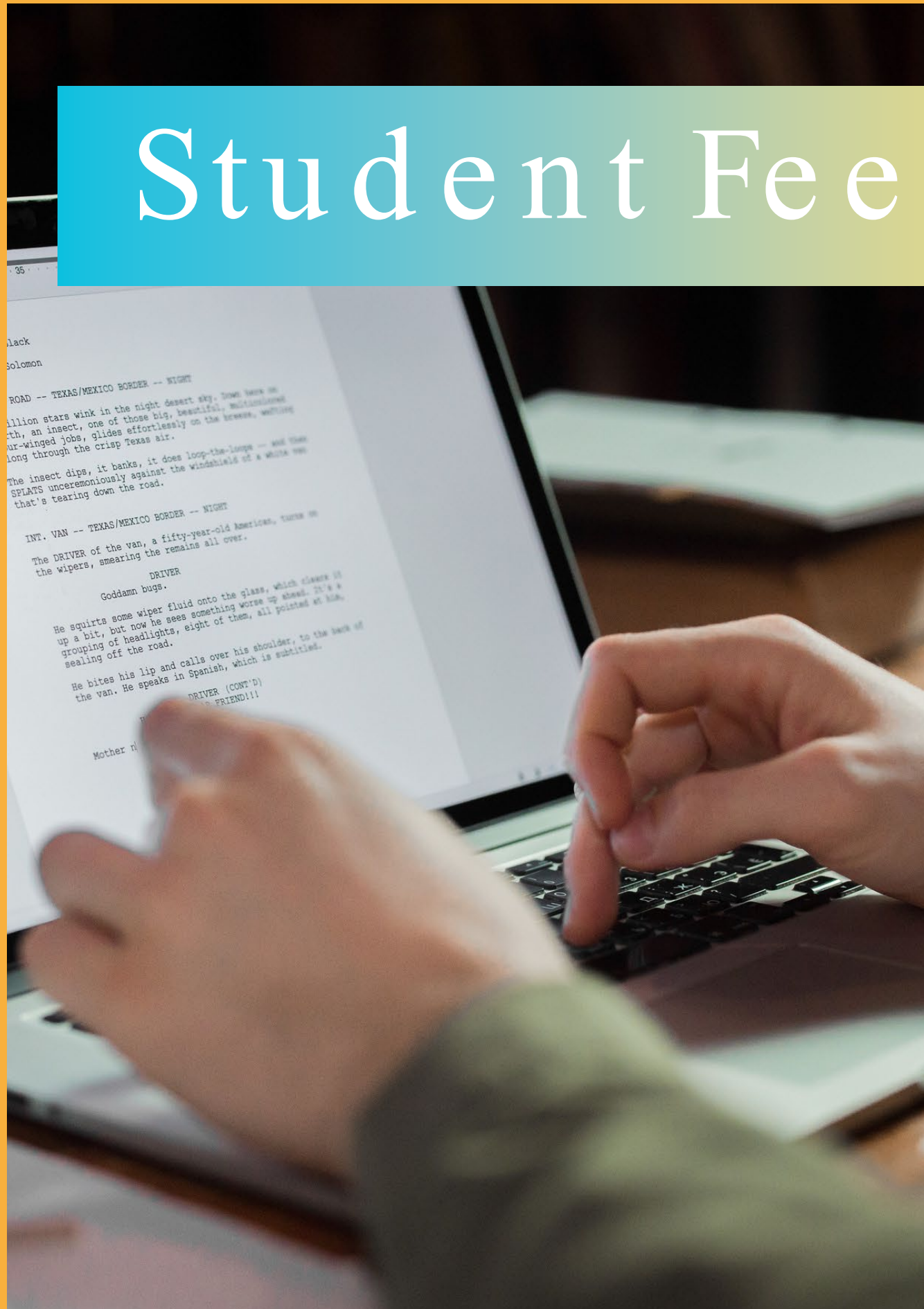
Higher rate of being bullied
on school property.

Student Feedback



For the 2023 survey, students were given the opportunity to identify health issues that they think concern students in their school. Here is a quote from a MS student.

“I think we need to control the amount of bullying and racism that happens at our school.”

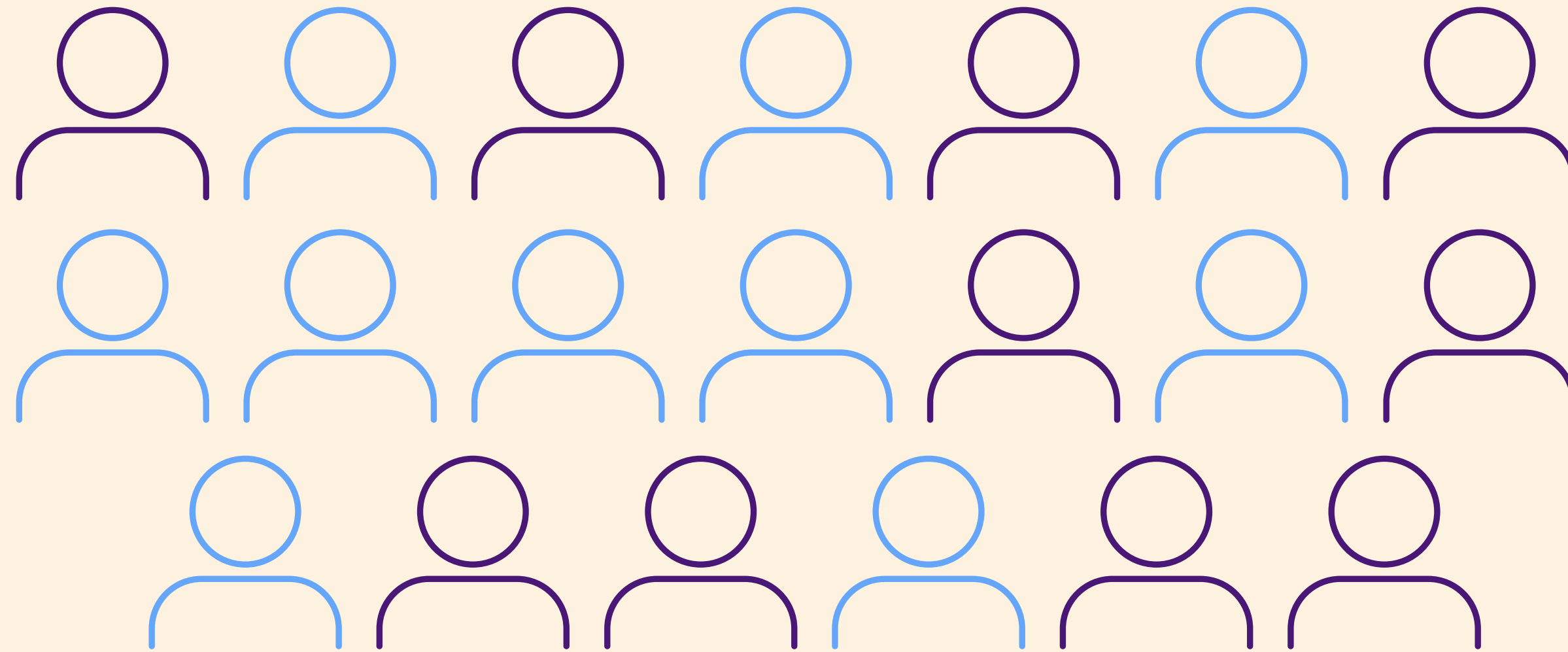


HS STUDENTS THAT REPORTED 'MENTAL HEALTH NOT GOOD' IN PAST YEAR

ZOOM IN ON THE CLASSROOM



IN CLASS OF 20 STUDENTS, AT LEAST 10 STUDENTS IMPACTED



MENTAL HEALTH

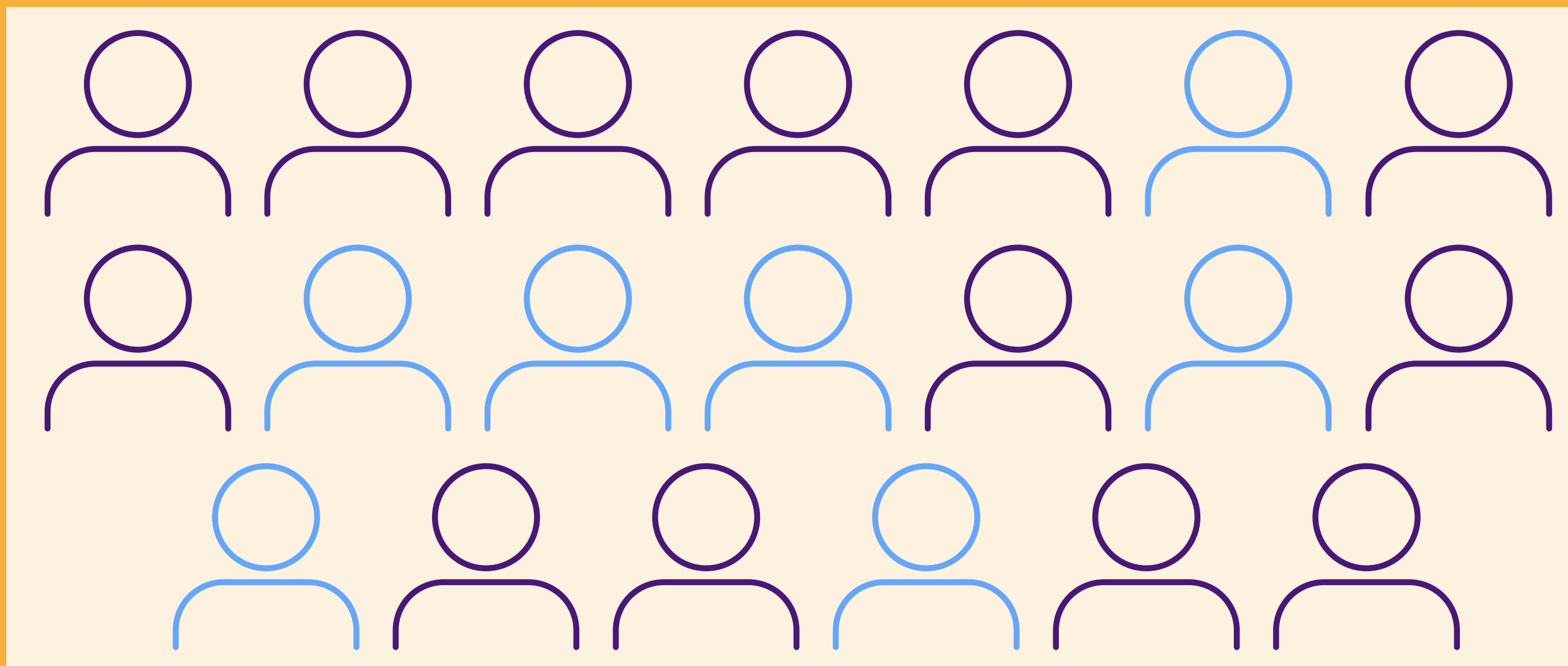
51% of local HS students said their mental health was not good "sometimes, most of the time, or always." F (68%), TGD (78%), and LGBTQ+ 78%

MS STUDENTS THAT REPORTED 'MENTAL HEALTH NOT GOOD' IN PAST YEAR

ZOOM IN ON THE CLASSROOM



IN CLASS OF 20 STUDENTS, AT LEAST 7 STUDENTS IMPACTED



MENTAL HEALTH

36% of local HS students said their mental health was not good “sometimes, most of the time, or always.” F (45%), TGD (75%), and LGBTQ+ 72%

Student Feedback



For the 2023 survey, students were given the opportunity to identify health issues that they think concern students in their school. Overall, 303 high school students from the region responded. Here is a quote from a student.

“I think mental health is what students are concerned about. I know some kids also stress about their health and family members health..”



Protective Factors Highlights

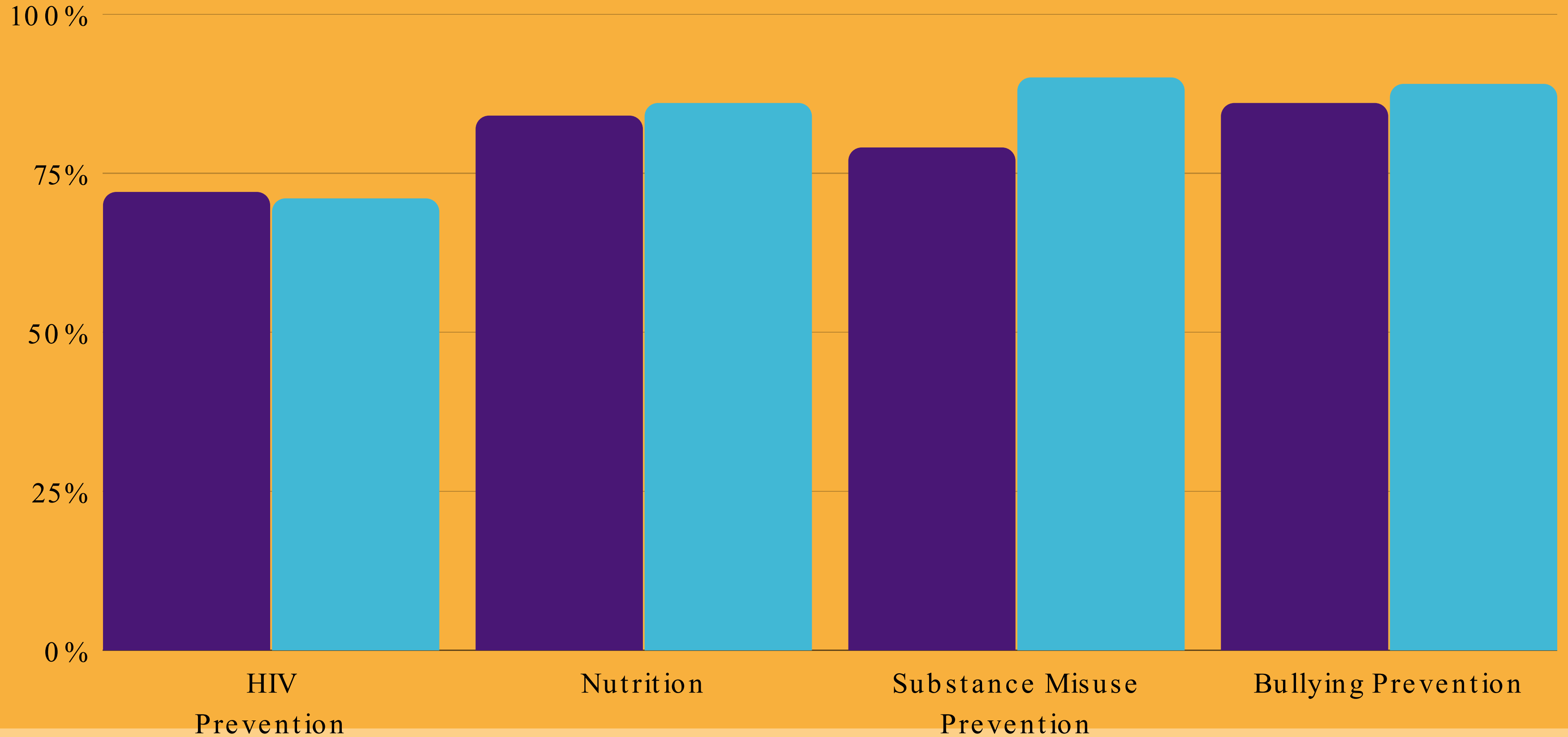
- 50-64% of our students 'ate breakfast' for most of the week.
- 66-72% of our students were 'physically active for at least 1 hour on 5+ days'.
- 23% of MS students & 66% of HS students reported having a PT job.
- 90% of students reported 'participating in extra curriculars'.
- 91-98% of students reported wearing their seat belt 'most of the time' or 'always'.

Protective Factors Highlights

- 87-91% of students had at least 'one family adult' they could talk to if they have a problem.
- 70-71% of students had at least 'one trusted adult outside of school' they could talk to.
- 88-90% of students had at least 'one friend of a similar age' they can talk to if they have a problem.
- 69% of students had at least 'one teacher or adult in school' they can talk to if they have a problem.
 - Increased from 58% in 2021 to 69% in 2023 (HS)
 - Increased from 48% in 2021 to 69% in 2023 (MS)

Health Education Highlights

■ MS ■ HS



Moving forward

School leaders and their school communities will continue to draw on the data to move their goals forward.



Data in Action

01

Ongoing dissemination

02

Workgroups

03

Student utilization



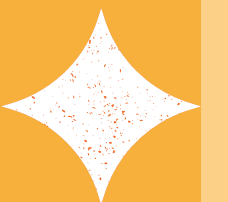
Guiding Principles Provided by CDC

Addressing changes in daily practice, school and community.

Consideration of the physical environments that youth are in for their school experiences including school buildings, transportation, and extra curriculars.

Evidence-informed interventions are those that promote youth well-being by creating school environments where all youths have a sense of belonging and feel they are cared for and supported.

Parental monitoring is a central component of the parent-child relationship with the potential to reduce adolescent risk behaviors.



Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149

TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
DATE: October 31, 2023
RE: Elementary & Secondary School Improvement Plan Presentations & Discussion

During the November 2nd School Committee meeting, school principals and representatives from respective School Councils will present an overview of 2023-2024 School Improvement Plans (SIP). Included in the packet are the SIPs from each school and the overview presentation that will be used to introduce the SIPs during the meeting. Due to time limitations, the presentations will only be provided as an overview of the content. In addition to these overview presentations, each principal will present their SIP at an upcoming PTO meeting. All members of our larger RPS community are welcome to attend any/all SIP presentations. These presentations will provide anyone who is interested to hear a detailed plan for that specific school and to ask any relevant questions. These meetings will be offered through a hybrid format and the dates, times, and Zoom links are included below.

Barrows – November 15th, 7pm; <https://readingpsma.zoom.us/j/88139870550>
Birch Meadow – November 15th, 7:30pm; <https://readingpsma.zoom.us/j/86129108455>
Coolidge – November 6th, 3:30pm; <https://readingpsma.zoom.us/j/89089378809>
Joshua Eaton – November 6th, 7pm; <https://readingpsma.zoom.us/j/5912706213>
Killam – November 14th, 7pm; <https://readingpsma.zoom.us/j/87873820056>
Parker – November 13th, 7pm; <https://readingpsma.zoom.us/j/85845982809>
Reading Memorial High School – January 17th, 7pm; <https://readingpsma.zoom.us/j/87020373416>
Wood End – November 15th, 8:15am; <https://readingpsma.zoom.us/j/82258187799>



School Improvement Plans 2023-2024

November 2, 2023



Topics in Presentation

- Elementary SIP Commonalities
- SIP Highlights from each Elementary School
- Middle School SIP Commonalities
- SIP Highlights from each Middle School
- SIP Highlights from Reading Memorial High School



Elementary Level SIPs - Commonalities

Ensuring Safe and Supportive Learning Environments for Students by Bolstering Sense of Belonging and Growing Connectedness for all students (1.1, 1.4 and 1.5)

- School-based initiatives focused on sense of belonging
- Leveraging staffing to support social-emotional learning to create a strong sense of belonging for all students
- Utilizing school-wide assemblies and community events to build positive school culture, belonging and connectedness

Ensuring Strong Academic Outcomes through Coherent Instructional Systems (2.2, 2.4 and 2.5)

- Support of implementation of ARC Core and Illustrative Math Programs
- Implementation of new early literacy screener (AMPLIFY mCLASS)
- Focus on training and utilizing staff for intervention and supports
- Professional Learning Plans aimed at supporting staff development
 - Collaboration with Job-embedded Coaches



SIP Highlights - Barrows

Tier 1 Social-Emotional Supports (1.1):

In response to requests from our School Council, staff, and families in order to meet the social emotional learning needs for our school community:

- Our school community will participate in piloting the Second Step® program through weekly classroom meetings developing common language throughout the building to help students develop better communication, coping skills and learning strategies.

Data Systems and Targeted Instruction (2.2, 2.4)

In response to meeting the specific academic needs of our students and closing gaps we are:

- Analyzing high-level student data through School Reform Initiative protocols during staff, data teams and instructional team leadership meetings and identify areas of strength and gaps in achievement to improve teaching and learning.
- Teachers of grades 3-5 will maximize student engagement and targeted instruction by creating flexible and fluid groupings across classrooms for strategic instruction with close progress monitoring.



SIP Highlights - Birch Meadow

School-Wide Professional Learning Plan to support staff learning (2.5)

- A school-wide professional development plan will be developed focusing on equipping teachers with Tier 1 and Tier 2 strategies to increase student achievement and engagement. This professional development plan will include the development and normalization of peer classroom walkthroughs as well as sessions with district-wide coaching experts.
- As part of implementation of ARC Core and Illustrative Math, teachers will participate in walk-throughs of math and literacy lessons, as well as conduct collaborative literacy level checks with administrators.

Expansion of our Composting Initiative to include all grade levels and students

- The Birch Meadow Composting Pilot will transition to a school-wide implementation phase at all three lunches and increase student leadership opportunities in the building through the “Composting Ambassador Program.”

Increased student-access to all Birch Meadow events (1.1)

- The PTO, School Council, and Instructional Leadership Team will work collaboratively to identify ways to increase access to school events for all students. This includes funding transportation for all students, adjusting timing of events to make them accessible to all students, and working with food services to ensure the allergy needs of all students are considered



SIP Highlights - Joshua Eaton

Focus on furthering student voice in sense of belonging initiatives (1.1, 1.4 and 1.5)

- Refine PBIS (PAWS) School Store by gathering student voice on items sold, redefining what it means to receive a “spot” for positive recognition in grades 3-5.
- Refine Student Led Groups in order to open participation for more students using a 6 week cycle and expand offerings.
- Enhance sense of belonging for our families by making personal touch points throughout the year.

Focus on defining and refining how we support students within Tier 2 (2.2)

- Define and refine Tier 2 supports using the expertise of Math Coaches, Literacy Specialist, School Adjustment Counselor and JE educators.
- Leverage math professional development to define and refine our approach to supporting all students within the math core instructional block.



SIP Highlights - Killam

Strengthen Equitable Family Engagement (1.4, 1.5, 4.1)

- Include academic resources and information, specifically information regarding tier 2 instruction and supports for students
- Increase systems for two-way communication in home languages

Leverage and optimize resources, including staffing roles and schedules (2.1 and 2.2)

- Increase the amount of time students are provided direct intervention and instruction
- Enhance our tutor and paraeducator schedules
- Streamline special education services, schedules, and roles
 - Meetings with the SPED team and district SPED team
 - Utilizing Renee Limauro, Special Education Literacy Coach and Jackie Pelusi, Inclusion Coach



SIP Highlights - Wood End

Ensure Equitable and Safe Learning Environments by Supporting Staff Professional Learning and Supports (1.4 and 1.5)

- Provide professional development and workshop opportunities for all staff to support inclusive practices and ensure all students get what they need
- In collaboration with the Instructional Leadership Team, create a bank of resources for classroom use that bring awareness to different cultures, ethnicities, and backgrounds

Focus on Instructional Systems that Provide Cohesion and Systematic Supports (2.1, 2.2 and 2.4)

- Implementation of cross-classroom conferencing/small group instruction to maximize student engagement and efficiently provide targeted instruction
- Pilot specialists team teaching in grades K-2
- Ensure all support staff are working with students towards their learning goals based on IEP benchmarks, IRLA data, Sense of Belonging/Social Emotional Data and/or Math Assessments



Middle School Level SIPs - Commonalities

Shared Curriculum Work (2.2)

- Math Pathways Committee (District); Science Curriculum Review (grades 6-12); Middle School Literacy Leadership Team (grades 6-8); World Language Curriculum Review (grades 7-12).

Increase our Targeted Support (and therefore achievement) for Students (2.2)

- Identify students using grades, the iReady benchmark, MCAS, and attendance data.
- New: Purposeful use of Team Time as an intervention & enrichment block.

Coordinate Professional Development: differentiate to meet the unique needs of each school (2.5)

- Early release choice PD (aligned)
- Meeting the needs of our marginalized students (aligned)
- Use of an anchor text (aligned concept/ differentiated content)

Purposeful SEL activities to increase Sense of Belonging & Connection (1.1)

- Advisory
- Challenge Day



SIP Highlights - Coolidge Middle School

PD Focus on Executive Functioning (2.5)

- Text-based PD (ADHD, Executive Function & Behavioral Challenges in the Classroom, Goldrich & Goldrich)
- PD provided by Michelle Goldner (RPS OT)

Build authentic staff-parent relationships through purposeful and increased communication. (4.1)

- Teachers will make time to connect with families to build authentic relationships with parents/ caregivers.
- Teachers and teams will maintain strong lines of communication with parents, including their “At a Glance” pages, team emails, positive personal emails, phone calls, and parent meetings.
- Teams, administrators, and the Middle School METCO Coordinator will purposefully increase outreach and connection with Boston resident parents/ caregivers.

Construct student-centered learning experiences that build on students’ identities, backgrounds, interests, strengths, and aspirations (1.1 & 2.2)

- Teachers will make time during classes to get to know students individually and academically, and will connect with students during the school year to track individual progress and feelings.



SIP Highlights - Parker Middle School

PD focus on culturally and linguistically responsive teaching and learning (1.1)(2.5)(2.2)

- Text-based PD using “Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student success” by Sharroky Hollie
- Teacher-led professional learning communities that allow for teacher leadership, shared ownership, and sharing best practices focused on the following areas: learning accelerations vs. remediation; calibrating on student work using looking at student work protocols, collaborative problem solving, language based learning disabilities, advisory

Focus on improving structures for general education intervention and supports to ensure all students have access to targeted instruction through the following initiatives: (2.2)

- Consistent Team Time practices focusing on intervention and enrichment/extension
- Strategically schedule reading and math interventionists to provide push-in support
- Provide an extra math intervention period for grade 8 students

Leverage coaching, collaboration, and partnership (1.1)(1.2)(1.3)(2.2)

- Participate in DESE SEB Academy to conduct a needs assessment of our social, emotional, and behavioral supports
- Partner with Lynch Leadership Academy to provide a PD series and follow up coaching for the Parker Middle School leadership team focusing on the following topics: system for instructional improvement; teacher coaching, system for data-driven instruction & decision-making, and leading effective teams for instructional improvement
- Leverage math coaches to provide job embedded instructional support for math teaching staff.



SIP Highlights - Reading Memorial High School

(SO 1.1 & 2.5) All faculty at the high school will engage with a Professional Development track throughout the 2023-24 school year that weaves an anchor text and practical application of the selected topic, examples include: literacy, deeper learning, culturally responsive teaching or grading for equity.

(SO 2.2) RMHS staff in World Language and Science Departments will engage in an articulated curriculum review process used to review instructional materials, practices and assessments in identified content areas in the 2023-24 school year.

(SO 2.2) Select RMHS staff will participate in a stakeholder/community collaborative group to identify, examine, and make recommendations for Secondary Math Pathways (SY23-24).

(SO 2.3) RMHS will implement year 1 of Innovation Career Pathways courses in Advanced Manufacturing (Engineering) and Information (Computer Science and Digital Media), and seek to expand ICP by applying through DESE to add both a Clean Energy and Healthcare and Social Assistance Pathways in the 2024-25 academic year.

- a. The senior internship program will continue to expand to support student growth in job-based, employability skills. ICP students will participate in an internship or capstone project at the culmination of their Pathway experience.
- b. RMHS is partnering with both Middlesex Community College and UML to bring additional Dual Enrollment courses to students in the 2024-25 academic year. ICP students will take DE courses as part of Pathways and 100% of the cost will be covered through Pathway grants.

(SO 1 - Equity) Building upon the work of the consulting team and scheduling committee over the past 2-years, RMHS will commit to adopting a new internal schedule for the 2024-25 school year if it is determined that the change to the internal schedule will yield more equity across subject areas and bring about a wider swath of course options for students.

**Alice M. Barrows Elementary School
Plan Overview 2023-2024**

Vision of Reading Public Schools

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

The Reading School Committee, Central Office, Directors, Principals and Leadership of the Teacher's Association celebrate the diversity of the Reading Community and beyond by embracing differences to empower every student, staff member and family of the Reading Public Schools. We embrace all members of the community no matter where we live, what we look like, what we believe, what language we speak, who we love, or how we learn, consistent with the human dignity of all. When we are unwavering in our commitment to equity, we support every student and staff member in maximizing individual potential. This requires us to identify, analyze, and confront gaps in opportunities and outcomes for all students.

District-Wide Strategic Objectives

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

- 1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress
- 1.2 Build valid data collection systems and analysis procedures
- 1.3. Create, refine and align safety centered process and protocols
- 1.4 Build coherence within METCO Program
- 1.5 Build coherence in MLL Programming

Strategic Objective 2: Coherent Instructional Systems

- 2.1. Enact Special Education Multi-Year Improvement Plan
- 2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)
- 2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)
- 2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families

	<ul style="list-style-type: none"> ● 2.5 Design a high-quality system of professional learning for RPS ● 2.6 Define a vision for district’s educational/ administrative technology and opportunities to braid current district resources (Tech Plan)
--	--

Mission of Alice M. Barrows Elementary School

Alice M. Barrows Elementary School is a place that educates and challenges, and encourages *all* students, while serving their unique academic, physical, social, and emotional needs through innovative, collaborative learning experiences that promote critical and creative thinking.

Core Values of Alice M. Barrows Elementary School

As a school, we focus on building productive and kind individuals through our Barrows Beliefs, which include: Be Safe, Be Respectful, Be Kind, Persevere, & Collaborate

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

<i>Activities</i>	<i>Outcomes for 2023-24 School Year</i>
<ul style="list-style-type: none"> ● Our School Community will participate in piloting the Second Step® program to help students build social-emotional skills—including skills for learning, empathy, emotional management and problem solving. To facilitate this program effectively: <ul style="list-style-type: none"> ○ Our staff will participate in training around the Second Step Program. ○ Specialists, lunch paras, tutors, and classroom teachers will utilize common language and goals to support student growth and reinforce social-emotional skills throughout the school day. ● Student-led assemblies will incorporate staff and student presentations to celebrate students' successes and focus on our core values. This will develop a feeling of unity and a positive school culture among the students and staff. ● Staff will consistently utilize our Shining Star Ticket System by acknowledging and celebrating our students' demonstration of our core values through a positive behavior intervention and support model. 	<ul style="list-style-type: none"> ● Through participation in our Positive Behavior Intervention and support, students will demonstrate respect, safety, collaboration, perseverance, and kindness to their peers and staff measured by our recognition data collected in our Google Form. ● All substitutes will have clear guidance on safety protocols, instruction, and Barrow culture to ensure consistency and safety for everyone as documented in the Barrow’s Building Substitute Guide. ● Decreased referrals for peer conflict, anxiety, tardies, absences, and increased engagement and learning in school for high-needs student groups (special education, multi-language language learners, and economically disadvantaged) and the general population of students. ● Increased partnership and friendships between Boston and Reading students and families documented by our found family program and attendance at Metco events.

- Students track their recognitions in a Google Form managed by school leadership.
- Our instructional leadership team will use this data to drive SEL initiatives.
- Our Social-Emotional Support team will align Tier 2 supports, such as lunch group mentoring, to support identified student needs.
- Utilizing SST responsiveness surveys for students and staff.
- With the support of our instructional leadership, the administration will evaluate safety protocols and make appropriate improvements, adjustments, and recommendations to create safety processes and procedures.
 - Create and utilize the guide for our substitutes to give clear guidance on safety protocols, instruction, and Barrow culture to ensure consistency and safety for everyone.
 - Updated document on medical/behavioral emergency form with all current practices
- METCO Coordinator/ Student Adjustment Counselor regularly meets with staff to collaborate with staff to meet the SEL goals for our General Education Students
- Our administration sets regularly scheduled meetings between METCO leadership, Coordinators, and Administration to align goals and action steps to support the needs specific to Boston Residents.
- MLL / Special Ed coordinators share at staff meetings with activities to encourage staff to understand student goals.
- EL /MLL/Special Ed teachers collaborate with general ed teachers during student support meetings to focus on students' needs.

Strategic Objective 2: Coherent Instructional Systems

Activities

- Continuing the goal of building teacher leaders and an aligned culture of teaching and learning, we will build an instructional leadership team. The ILT's primary goal is to:
 - Promote alignment to standards and practices.
 - Learn instructional best practices from each other.
 - Lead teams through the teaching and learning cycle, which involves planning with curriculum and standards, analyzing student work, reflecting, and making plans for adjustment.
- Analyze high-level student data through School Reform Initiative protocols during staff and instructional team leadership meetings and identify areas of strength and gaps in achievement to improve teaching and learning.
- Training and support for our teachers in ARC Core Reading and Illustrative Math
 - Provide coaching to teachers to help utilize appropriate strategies and toolkit lessons for instruction.
 - Regularly scheduled data team meetings with grade-level teams, administrators, Literacy specialists, and math coaches.
 - Collaboration with our Literacy Specialist and Math Coaches with a strong focus on best practices in Tier 1 instruction
 - Teachers of grades 3-5 will maximize student engagement and targeted instruction by creating flexible and fluid groupings across classrooms for strategic instruction with close progress monitoring.
 - Provide professional development on the science of reading and how it aligns with the ARC core

Outcomes for 2023-24 School Year

- To decrease the achievement gap on district assessments between high-needs student groups (special education, multi-language language learners, and economically disadvantaged) and the general population of students.
- Creating a culturally responsive teaching and learning environment, the school will focus on improving access to instructional opportunities affirming student experiences, most notably in classroom instruction measured by a decrease in student referrals and an increase in student achievement (IRLA & AMC).
- To provide a robust learning environment that supports solid academic growth for all students, we will continue to work towards aligning Tier 1 (general education) practices to standards-based instructional methods as demonstrated by instructional plans created by the ILT, classroom observation data and grade level data team meetings .
- Show progress towards MCAS benchmarks or beyond for all student groups.

curriculum through Hill Literacy and during staff meetings.

- Educators will receive guidance on creating effective and efficient agendas for joint planning to create alignment across classrooms.
- Collaboration with Math Coaches and STEM coordinator to look at data from math assessments to improve and align scope & sequencing, modification/ accommodations to instruction to meet all learners
- Using our mCLASS Screener, our classroom teachers, literacy specialists, and tutors will identify emergency and at-risk students and provide targeted instruction over eight weeks. We will also communicate clearly with families and monitor the students' progress bi-weekly.
- Utilize assessment data, including Independent Reading Leveling Assessment (IRLA), Early and foundational Literacy Assessment (mCLASS) & Assessing Math Concepts (AMC), and MCAS to align approaches for support within the classroom and to identify students with specific learning needs to provide best instructional practices and interventions.
- Increase professional development for all teachers, including specialists (content area) and support staff, to provide a standards-based curriculum through engaging instruction in collaboration with our MLL coach, Math Coach, Inclusion Specialist, Special Literacy Coordinator, STEM & Humanities Coordinators.

Birch Meadow Elementary School Plan Overview 2023-2024

Vision of Reading Public Schools

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

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District-Wide Strategic Objectives

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

- 1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress
- 1.2 Build valid data collection systems and analysis procedures
- 1.3. Create, refine and align safety centered process and protocols
- 1.4 Build coherence within METCO Program
- 1.5 Build coherence in MLL Programming

Strategic Objective 2: Coherent Instructional Systems

- 2.1. Enact Special Education Multi-Year Improvement Plan
- 2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)
- 2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)
- 2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the

	<p>intended use; analysis protocols; and communication with families</p> <ul style="list-style-type: none"> ● 2.5 Design a high-quality system of professional learning for RPS ● 2.6 Define a vision for district’s educational/ administrative technology and opportunities to braid current district resources (Tech Plan)
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Mission of Birch Meadow Elementary School

Birch Meadow strives to be a community of life-long learners where all members feel safe, accepted, and included. We see differences in experiences and perspectives as a strength and celebrate and learn from the differences in our community.

Our mission is:

- To provide meaningful, challenging, academic experiences for all students.
- To have equitable educational outcomes for all students without regard to race, ethnicity, color, sex, gender identity, religion, national origin, sexual orientation, age, or ability.
- To implement structures, curriculum, and resources so that all community members see themselves and their experiences reflected and honored at Birch Meadow.
- To prepare our students to be full citizens in a complex global society.

We are committed to engaging in equity, anti-bias, and anti-racist work in order to achieve these goals.

Core Values of Birch Meadow Elementary School

The Birch Meadow Way
 This is the Birch Meadow way,
 Which we live by every day.
 We are present, safe, and kind.
 We are responsible and respectful.
 Learn, Achieve, Believe, Together.

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

<i>Activities</i>	<i>Outcomes for 2023-24 School Year</i>
<ul style="list-style-type: none"> ● The Birch Meadow Attendance Team will collaborate with families and district-wide staff to increase rates of student attendance through outreach, individualized student attendance support plans, and the use of data to identify patterns. ● Every student demonstrating patterns of poor attendance will have an individualized attendance support plan, which includes an 	<ul style="list-style-type: none"> ● Chronic absenteeism will be decreased by 5%. ● Student sense of belonging and connectedness will increase as demonstrated by the creation and documentation of a multi-tiered system of support and a student survey to measure connectedness ● Access to school-wide events, field trips, and activities will be improved as measured by

<p>attendance liaison at the school, created in collaboration between the Birch Meadow Attendance Team and the student’s family.</p> <ul style="list-style-type: none"> ● Birch Meadow will continue its focus on student sense of belonging through initiatives such as community building student restorative circles, assemblies, and groups. We will administer a student belonging survey to measure student connectedness throughout the year. ● The PTO, School Council, and ILT will work collaboratively to identify ways to increase access to school events for all students. This includes funding transportation for all students, adjusting timing of events to make them accessible to all students, and working with food services to ensure the allergy needs of all students are considered. ● The Birch Meadow Composting Pilot will transition to a school-wide implementation phase at all three lunches and increase student leadership opportunities in the building through the “Composting Ambassador Program.” ● The principal, assistant principal, and special education team chair will study special education staff and related service provider caseloads, the special education referral process, and student schedules to ensure resources are allocated in the most efficient manner possible. ● The Building Principal, Instructional Leadership Team, and Assistant Principal will collaborate with district-wide staff to define the roles, responsibilities, and expectations of the new assistant principal position. 	<p>increased student attendance and participation in school events</p> <ul style="list-style-type: none"> ● 100% of students across all grade levels will successfully compost food waste during school lunches. ● SOAR and Special Education Staff will create and document visual and written schedules for students, schedules for service implementation, and increase capacity to use communication devices.
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Strategic Objective 2: Coherent Instructional Systems

<p align="center">Activities</p> <ul style="list-style-type: none"> ● Birch Meadow will roll-out the ARC Core literacy curriculum at the K-2 level while supporting all teachers with ongoing professional development as they continue to implement both the ARC Core literacy 	<p align="center">Outcomes for 2023-24 School Year</p> <ul style="list-style-type: none"> ● 100% of general education teachers will fully implement Illustrative Math and ARC Core with an increased inter-rater reliability of IRLA levels.
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<p>curriculum and the Illustrative Math curriculum.</p> <ul style="list-style-type: none">● As part of implementation of ARC Core, teachers will participate in walk-throughs of math and literacy lessons, as well as conduct collaborative literacy level checks with administrators.● The principal, assistant principal, and special education team chair will collaborate to establish a “New Faculty Forum.”● Data teams and faculty meetings will focus on data through an equity lens, using a variety of data sets such as MCAS and attendance, to identify patterns and subgroups needing support.● A school-wide professional development plan will be developed focusing on equipping teachers with Tier 1 and Tier 2 strategies to increase student achievement and engagement. This professional development plan will include the development and normalization of peer classroom walkthroughs as well as sessions with district-wide coaching experts.	<ul style="list-style-type: none">● New faculty will participate in “New Faculty Forums” to support their professional learning as documented by new faculty action plans● Student achievement scores will increase as measured by MCAS, IRLA, and math assessments.● Teachers will increase their understanding and use of classroom based Tier I and Tier II strategies and interventions as evidenced by observations and walkthroughs.
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Joshua Eaton Elementary School Plan Overview 2023-2024

Vision of Reading Public Schools

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District-Wide Strategic Objectives

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

- **1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress**
- 1.2 Build valid data collection systems and analysis procedures
- 1.3. Create, refine and align safety centered process and protocols
- **1.4 Build coherence within METCO Program**
- **1.5 Build coherence in MLL Programming**

Strategic Objective 2: Coherent Instructional Systems

- **2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)**
- **2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families**

Mission of Joshua Eaton School

The Joshua Eaton Elementary School is committed to developing a community of learners that are respectful of each other, our school culture, and our learning abilities, supportive of our social, emotional and physical needs and prepared to make a positive contribution to our school and the Reading Community. The Joshua Eaton Elementary

School fosters an environment that provides students with the skills required to work hard every day to achieve individual learning goals and overcome challenges.

Core Values of Joshua Eaton School

Practice Compassion

Act Responsibly

Work Toward Success

Show Respect

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Activities

- Prioritize time for classroom community building at the beginning of the school year. Utilize staff meeting time to plan classroom community building to ensure that classrooms are cohesive and have a strong sense of belonging.
- We will administer the sense of belonging survey, spend staff meeting time analyzing the data and making a plan for strategic SEL lessons within the classroom, as well as triage needs through lunch groups and mentoring.
- Consistently utilize our Spot Card system by acknowledging and celebrating our students' demonstration of our core values through a positive behavior intervention and support model. Roll out a school store for grades 3-5 connected to Spot Cards and our PBIS system
- Refine attendance team that ensures our students are coming to school consistently. Supports this team will offer: meetings with families and students, making daily phone calls and tracking data over time to identify trends.
- Launch a student-led lunch group pilot that allows older students to step into a leadership role and lead younger peers on topics of interest such as book groups and community service projects.
- Forge authentic partnerships with families in support of students' sense of belonging and success in the classroom by making phone calls and having a touch point with all families.

Outcomes for 2023-24 School Year

- Progress towards MCAS benchmarks or beyond for all student groups, specifically our students on IEPs, students of color and multilingual students.
- Progress towards meeting at least 85% of ACCESS "Progress Targets" in 2024
- A decrease in the achievement gap on district assessments between high needs student groups (special education, English Language learners, and economically disadvantaged) and the general population of students.
- Documented system for assessing student sense of belonging, including set indicators, assessment schedules, and possible interventions/supports
- Increase in attendance data. 97% of our students will be at school every day.
- Increase the number of student groups and increase participation in student groups.

Strategic Objective 2: Coherent Instructional Systems

Activities

- Build out best practices for differentiating within the classroom within core instructional blocks.
- Build out Tier 2 support model for Reading and Math to utilize our core content blocks and “what I need” blocks effectively.
- With the goal of building teacher leaders and an aligned culture of teaching and learning, we will build out an instructional leadership team. The ILT’s primary goal is to:
 - Promote alignment to standards and practices
 - Learn about best practices from each other
- Provide curriculum coaching and 1-1 feedback cycles around the implementation of ARC Core in grades 3-5 and Illustrative Math in grades K-2.
- We will analyze high level student data during staff meetings to best triage needs in small groups and in whole class instruction. Part of this initiative will include ensuring that we are utilizing all support staff in the classroom effectively and they are working with students towards their academic goals.
 - Sense of belonging data 3X
 - IRLA Data
 - Math unit assessments
- We will host vertical peer learning walks where K-2 and 3-5 teachers choose a subject area and observe peers within their own grade and other grade levels to support conversations around alignment and best practices.
- Utilize assessment data (Independent Reading Leveling Assessment, DIBELS (mCLASS) & Assessing Math Concepts) and align approaches for supports within the classroom and to identify students with specific learning needs to provide best instructional practices and interventions

Outcomes for 2023-24 School Year

- School-level, classroom-level, and student-level district assessment data organized through a dashboard to drive future goal setting around school targets within each district assessment.
- Progress towards MCAS benchmarks or beyond for all student groups, specifically our students on IEPs, students of color and multilingual students.
- Progress towards meeting at least 85% of ACCESS “Progress Targets” in 2023
- A decrease in the achievement gap on district assessments between high needs student groups (special education, English Language learners, and economically disadvantaged) and the general population of students.
- Documented system for assessing student sense of belonging, including set indicators, assessment schedules, and possible interventions/supports
- Increase in attendance data. 97% of our students will be at school every day.
- Increase the number of student groups and increase participation in student groups.

**J. Warren Killam Elementary School
Plan Overview 2023-2024**

Vision of Reading Public Schools

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

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District-Wide Strategic Objectives

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

- 1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress
- 1.2 Build valid data collection systems and analysis procedures
- 1.3. Create, refine and align safety centered process and protocols
- 1.4 Build coherence within METCO Program
- 1.5 Build coherence in MLL Programming

Strategic Objective 2: Coherent Instructional Systems

- 2.1. Enact Special Education Multi-Year Improvement Plan
- 2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)
- 2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)
- 2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the

	<p>intended use; analysis protocols; and communication with families</p> <ul style="list-style-type: none"> ● 2.5 Design a high-quality system of professional learning for RPS ● 2.6 Define a vision for district’s educational/ administrative technology and opportunities to braid current district resources (Tech Plan)
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Mission of Killam Elementary School

The J.W. Killam Elementary School is T.R.R.F.C.C. a place where everyone belongs, where everyone achieves at their personal best, and where everyone’s accomplishments are celebrated! Our staff will work collaboratively to improve student learning and achievements so that every child will leave the J.W. Killam Elementary School having met or exceeded district and state standards.

Core Values of Killam Elementary School

To develop Trustworthy, Respectful, Responsible, Fair, and Caring Citizens

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

<p style="text-align: center;"><i>Activities</i></p> <ul style="list-style-type: none"> ● Monthly all school assemblies to foster a whole school community ensuring students and staff understand the school pillars and providing students with leadership opportunities. ● TRRFCC values are shared and highlighted on a weekly basis with staff, students, and families. Students will earn TRRFCC tickets throughout the week and be celebrated on Fridays. Data is gathered on ticket distribution to support widespread use of school values. ● Provide weekly communication that supports our school families ensuring all communication is provided in the languages spoken by our families. Weekly communication will include academic resources. Communication will also regularly support the work of the METCO program. ● Collaborate with the PTO and local stakeholders to provide enrichment opportunities focused on equity, inclusion, and directly align to our school values 	<p style="text-align: center;"><i>Outcomes for 2023-24 School Year</i></p> <ul style="list-style-type: none"> ● Build a shared understanding regarding a sense of belonging for all students. This will be visible through the use of our positive behavior support system, in which students will be recognized for demonstrating core values. This data will be tracked and analyzed to improve our SEL practices. ● Strengthen equitable family engagement and community partnerships. This may be witnessed through increased participation at all school events (ie. open house, conferences, etc.) In addition, engagement data will be collected for all newsletters and weekly communication.
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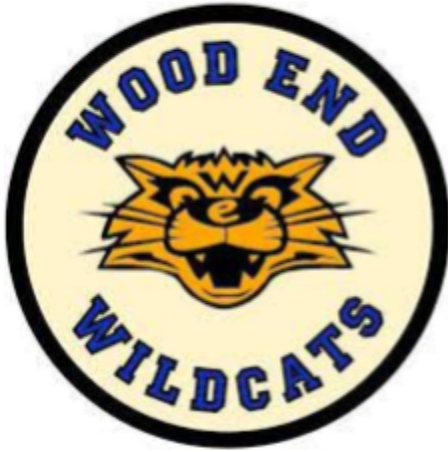
Strategic Objective 2: Coherent Instructional Systems

<p style="text-align: center;">Activities</p> <ul style="list-style-type: none"> ● Provide district-wide and school-based coaching for our staff in the implementation of ARC Core Literacy and Illustrative Mathematics ● Utilize building-based professional learning and staff meeting times to build common understandings about leveraging students' strengths ● Work collaboratively with district leadership, the ILT, and Title I staff will develop a multi-tiered system of support for tier 2 and 3 instruction ● Communicate expectations and progress towards developing a multi-tiered system of support for tier 2 and 3 students with families and staff ● Redesign a strong student support team (SST) process that effectively utilizes school resources, analyzes data, and makes informed decisions to best meet the needs of our learners ● Analyze Killam data (ie. MCAS, ACCESS, school based assessments) to understand strengths and areas of growth 	<p style="text-align: center;">Outcomes for 2023-24 School Year</p> <ul style="list-style-type: none"> ● To provide a robust learning environment for all students that leads to academic growth and achievement as demonstrated by progress towards MCAS benchmarks or beyond for all student groups. ● Decrease the achievement gap on school and state assessments between high needs student groups (special education, multilingual learners, and economically disadvantaged) and the general population of students.
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Other Strategic Objectives/Goal Areas

<p style="text-align: center;">Activities</p> <ul style="list-style-type: none"> ● Develop Instructional Leadership Team (ILT) processes that maximize school goals & provide internal leadership opportunities for a variety of staff ● Hold regular administrative team meetings with the special education team chair and assistant principal to strengthen school schedules, specifically special education schedules and MTSS schedules <ul style="list-style-type: none"> ○ Align tutor and paraeducator schedules with MTSS and special education delivery grids ○ Monthly SPED Team review with district SPED staff. This meeting will focus on reviewing SPED data and progress over time. 	<p style="text-align: center;">Outcomes for 2023-24 School Year</p> <ul style="list-style-type: none"> ● Leverage and optimize all resources, including staffing roles and scheduling. The amount of time spent learning and with students will increase with focus in this area.
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Wood End Elementary School



Nicole Schwartz
Jessica Hester
Tracy Pluchak

Principal
Assistant Principal
Team Chair

2023-2024 Wood End School Council Members

Maureen Habeeb	Second Grade Teacher
Amelia Sinha	Special Education Teacher
Lindsey Tainsh	Fourth Grade Teacher
Lindsay Baker	Parent/Guardian
Kristine Crowley	Parent/Guardian
Chris Kowaleski	Parent/Guardian
Christine St. Hilaire	Parent/Guardian

Other Contributors to this plan: Wood End's Instructional Leadership Team, School Psychologist and Metco Coordinator/School Adjustment Counselor, Grades K-5 Classroom Teachers, Special Educators, Specialists, School Nurse

WOOD END ELEMENTARY SCHOOL
85 SUNSET ROCK LANE; READING, MA 01867
PH: 781-942-5420

READING PUBLIC SCHOOLS
82 OAKLAND ROAD, READING, MA 01867
PH: 781-944-5800

Vision of the Reading Public Schools

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<i>District-Wide Strategic Objectives</i>	
Strategic Objective 1: Supportive and Safe Learning Environment	Strategic Objective 2: Coherent Instructional Systems
<ul style="list-style-type: none"> ● 1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress ● 1.2 Build valid data collection systems and analysis procedures ● 1.3. Create, refine and align safety centered process and protocols ● 1.4 Build coherence within METCO Program ● 1.5 Build coherence in MLL Programming 	<ul style="list-style-type: none"> ● 2.1. Enact Special Education Multi-Year Improvement Plan ● 2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices) ● 2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment) ● 2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families ● 2.5 Design a high-quality system of professional learning for RPS ● 2.6 Define a vision for district's educational/ administrative technology and opportunities to braid current district resources (Tech Plan)

Wood End School Mission Statement

The Wood End Elementary School seeks to create a safe and supportive learning environment. We will work to achieve this aim through the implementation of a tiered support system that promotes clearly defined and consistent student expectations and accountabilities based on our core values, communication and collaboration within our school community, reliance on data for decision making purposes, and an efficient and effective response to the needs of our students. We will foster an environment that focuses on our students' success and encourages students to be their authentic selves.

Wood End Core Values

Our school community connects our work to Wood End's Core Values:
Respect, Engaged, Responsible, Honest, and Safe

<i>Respect</i> for ourselves, others and our learning environment.	<i>Responsibility</i> for our choices and actions.	Fostering a <i>safe</i> learning environment where students are <i>engaged</i> and <i>honest</i> .
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School Goals for the 2023-2024 School Year

Supportive and Safe Learning Environment

<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> ● Create a shared understanding of what Sense of Belonging Is <ul style="list-style-type: none"> ○ prioritizing high-quality staff-student relationships ○ building classroom communities with a focus on student identity and celebration of student diversity ● Create a bank of resources for classroom use (e.g., slides, author series, family volunteers/presenters) that bring awareness to different cultures, ethnicities and backgrounds ● Provide outsourced professional development and workshop opportunities to staff to support inclusive practices with an equity lens and to deepen their understanding of identity and how to engage in conversations around culture/race. ● Further define the role, responsibilities, and expectations for the new School Adjustment Counselor/METCO Coordinator ● Administer a Sense of Belonging Surveys [Wood End Connectedness Survey (K-5)and Panorama (3-5)], and continue to align Tier 2 supports based on the data from the surveys including: mentoring, check-in/check out and small, skills based social groups and lunch groups to provide opportunities to practice social skills, build peer connections and foster healthy relationship building, and increase empathy and understanding and build students' feeling of sense of belonging ● Increase the participation in after school activities for all students including our our Boston resident students ● All support staff, special education staff, and specialists join weekly grade level Social Emotional lessons <ul style="list-style-type: none"> ○ Pilot Team Teaching of SEL focused lessons ○ Pilot implementation of the Second Step Curriculum in at least one classroom at every grade level ● Analyze attendance data over time to identify trends to ensure students are coming to school consistently and on time <ul style="list-style-type: none"> ○ Meet weekly with the Social Emotional Learning Team ○ Meet with families of students who are chronically absent to develop a plan to improve attendance 	<ul style="list-style-type: none"> ● Staff will learn and implement strategies that support inclusive practices with an equity lens to increase students' sense of belonging and provide more opportunities that promote stronger student engagement as evidenced through teacher surveys and classroom observations. ● Evidence of school-level, classroom-level, and student-level interventions in response to student social emotional learning data. ● An increase in positive, overall response in student sense of belonging data as evidenced by the student connectedness survey, SRSS/SIBS and other student data. ● Increased partnership and friendships between Boston and Reading students & Families documented by our Found Family program and attendance at events. ● Build an overall awareness for and acceptance of different cultures, beliefs and practices. ● A decrease in the proportion of students who have 10 or more absences.

Coherent Instructional Systems

<i>Action Steps</i>	<i>Outcomes</i>
<ul style="list-style-type: none"> ● Continue to build the Instructional Leadership Team: <ul style="list-style-type: none"> ○ to build teacher leaders and share best practices ○ to ensure that cross-role voices are included in the development and planning of school wide initiatives ● Dedicate consistent staff meeting time and collaborative team meeting time to build capacity for, vertical alignment of, and 	<ul style="list-style-type: none"> ● A decrease in the achievement gap on district assessments between high needs student groups (special education, Multilingual Learners, and economically disadvantaged)

<p>planning of instruction (ARC Core Literacy and Illustrative Mathematics) and using student data to drive instruction.</p> <ul style="list-style-type: none"> ○ Build practices for differentiation within Tier 1 Core instruction ○ Continue to provide school based coaching for staff in the implementation of ARC Core Literacy and Illustrative Mathematics to improve instructional practices and student engagement for all learners ● Create opportunities for observation of exemplar teaching and learning and foster the practice of reflection: <ul style="list-style-type: none"> ○ by conducting learning walks/peer observations ○ by offering cross-school observation opportunities ○ by building in time for staff to share ideas and expertise ○ by looking at student work ● Implement cross classroom conferencing/small group instruction to maximize student engagement and efficiently provide targeted instruction with progress monitoring and flexible groupings <ul style="list-style-type: none"> ○ Build a comprehensive understanding of what WIN blocks (What I need) are to ensure all students are receiving the instruction they needs to be successful ○ Implementation of both Academic and SEL focused WIN blocks ● Create and Maintain data collection systems <ul style="list-style-type: none"> ○ Use the mClass Screener to identify student literacy needs in grades K-3 and target such needs through eight-week intervention cycles ○ Analyze a variety of assessment data and align approaches for support within the classroom and identify interventions necessary to support student learning needs ● Create and pilot a math intervention system <ul style="list-style-type: none"> ○ Create and implement math progress monitoring tools ○ Collaborate with district Math Coaches to: <ul style="list-style-type: none"> ■ analyze data from math assessments to guide future instruction and intervention ■ improve tier 1 differentiation strategies/techniques ■ generate resources for math intervention to meet the needs of all learners ● Pilot a specialists team teaching model in grades K-2 ● Create a coherent system for aligning resources to most efficiently meet the instructional needs for students on IEPs and those receiving Tier 2 academic supports <ul style="list-style-type: none"> ○ Collaboration with the district's Inclusion Specialist and Special Education Literacy Coach ○ Engage paraeducators in at least (2) targeted professional development opportunities tailored to school-based needs ○ Ensure all support staff are working with students towards their learning goals based on IRLA data, Sense of Belonging Data and Math Assessments. 	<p>and the general population of students.</p> <ul style="list-style-type: none"> ● Organization of school level, classroom level, and student level student learning data ● Provide a learning environment that focuses on aligning instructional practices that lead to academic growth for all students ● Evidence of school-level, classroom-level, and student-level interventions in response to student achievement data. ● Progress towards MCAS benchmarks or beyond for all student groups
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**AW Coolidge Middle School
Plan Overview 2023-2024**

Vision of Reading Public Schools

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

The Reading School Committee, Central Office, Directors, Principals and Leadership of the Teacher's Association celebrate the diversity of the Reading Community and beyond by embracing differences to empower every student, staff member and family of the Reading Public Schools. We embrace all members of the community no matter where we live, what we look like, what we believe, what language we speak, who we love, or how we learn, consistent with the human dignity of all. When we are unwavering in our commitment to equity, we support every student and staff member in maximizing individual potential. This requires us to identify, analyze, and confront gaps in opportunities and outcomes for all students.

District-Wide Strategic Objectives

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

- 1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress
- 1.2 Build valid data collection systems and analysis procedures
- 1.3. Create, refine and align safety centered process and protocols
- 1.4 Build coherence within METCO Program
- 1.5 Build coherence in MLL Programming

Strategic Objective 2: Coherent Instructional Systems

- 2.1. Enact Special Education Multi-Year Improvement Plan
- 2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)
- 2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)
- 2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families

	<ul style="list-style-type: none"> ● 2.5 Design a high-quality system of professional learning for RPS ● 2.6 Define a vision for district’s educational/ administrative technology and opportunities to braid current district resources (Tech Plan)
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Mission of Coolidge Middle School

We strive to provide a challenging, engaging, and supportive learning environment that honors and fosters the culture, individuality, and potential of every student.

Core Values of Coolidge Middle School

Perseverance; Accountability; Respect; Teamwork

Strategic Objective 1: Supportive, Equitable, and Safe Learning Environments

Activities	Outcomes for 2023-24 School Year
<ul style="list-style-type: none"> ● All teachers and administrators will have a “Sense of Belonging” Student Learning Goal. ● Teachers and administrators will have the choice between a “Sense of Belonging” Professional Practice Goal or a “High-Quality Teaching & Learning” Professional Practice Goal, depending on the highest priority of their current year’s work. ● Conduct and review Sense of Belonging data, including Advisory Surveys, Classroom Surveys, Panorama Surveys, and Empathy Interviews in order to measure student progress with SEL goals. ● Build Advisory activities (summer work and during staff meeting time) that help students to feel seen, heard, a part of the community, and to build empathy. ● Build staff activities and opportunities that build a sense of community and belonging for staff. ● Increase purposeful opportunities and structures that allow for collaboration between special education staff (teachers and paras) and regular education staff in order to strengthen a true “team approach”. ● The Instructional Leadership and SEL Teams will focus on improving school-wide systems in order to improve on the teaching and learning experience. This will include trauma-sensitive 	<ul style="list-style-type: none"> ● As reflected in school and classroom surveys, at least 80% of students will feel seen, heard, part of a community, and their strengths and interests are known (academically and personally). ● Students of color will feel an increased sense of belonging relative to 2022-2023 as reflected on the Panorama Survey and Empathy Interviews (goal: 75% vs. 40% last year). ● Relative to 2022-2023, and as measured by staff surveys, at least 80% of staff will feel a sense of belonging as a Coolidge staff, and will feel an increase in communication and collaboration with their team. ● As measured by the post-Challenge Day survey, students participating in Challenge Day (and supporting activities) will feel a greater sense of connectedness, empathy, and “not feeling alone” after Challenge Day compared to prior. ● Systems are better aligned/ developed/ implemented in the following SEL areas: procedural consistencies across classrooms; responses to behavior/ trauma-sensitive approaches; Advisory; SEL tier 2 SEL supports/ interventions; SEL collaboration; attendance; parent communication & outreach. These will be documented through ILT and Staff Meeting Agendas and output.

<p>practices; classroom procedures; responding to behavior (restorative responses and discipline); increasing collaboration among staff; increasing communication and connection with parents and caregivers; improving our SEL and SST processes; responding to attendance.</p> <ul style="list-style-type: none"> ● Integrate the new Middle Level METCO Coordinator/SAC into the systems and culture of the school with a vision of improving our diversity and equity systems and practices; supporting of all students; building relationships within and across our communities; supporting the METCO vision across the entire school and district; supporting our Boston resident students. ● Continue to hold school-day experiences and traditions that engage students in alternative learning experiences, that build connections and perspectives, and that provide opportunities for shared fun (for example: Challenge Day; Olympiad Day; Nature’s Classroom; guest speakers; field trips; school assemblies; in-school enrichment). ● Utilize our SEL staff in Tier 1 activities with students, both integrated into classrooms and as stand-alone classes and activities (such as pre and post Challenge Day activities). ● Rebuild our Coolidge Core Values with the entire community, ensuring they reflect the importance of student well-being. 	<ul style="list-style-type: none"> ● Students will be able to identify our SEL staff, will know what role they play in the building, and many will have formed relationships over the course of the year. This will be measured through counselor logs and student surveys. ● By the end of the school year, 100% of students will be able to name and describe the new Coolidge Core Values as evidenced through Advisory activities and surveys.
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Strategic Objective 2: Coherent Instructional Systems

<p style="text-align: center;">Activities</p> <ul style="list-style-type: none"> ● Everything Under Strategic Objective 1: Supportive, Equitable and Safe Learning Environments. <ul style="list-style-type: none"> ○ <i>Supportive and safe learning environments are foundational to create the conditions of learning in which students can meet their true potential. Therein, I am listing Strategic Objective 1 as an important step towards Strategic Objective 2.</i> 	<p style="text-align: center;">Outcomes for 2023-24 School Year</p> <ul style="list-style-type: none"> ● As measured on school and classroom student surveys, 80% of students feel a sense of pride in their achievement. ● All teachers are able to identify individual students' strengths as measured by grades, iReady, MCAS, classroom progress, and in consultation with students. ● All students are able to identify areas of strength and of growth in ELA and Math, are able to articulate those, and are able to
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- Teachers and administrators will choose between a “Sense of Belonging” and “High-Quality Teaching & Learning” Professional Practice Goals, depending on the highest priority of their current year’s work.
- Teachers will make time during class to get to know students individually and academically, and will purposefully connect with students during the school year on individual progress and feelings.
- Teachers will construct student-centered learning experiences that build on students’ identities, backgrounds, interests, strengths, and aspirations, in order to create genuine connections with each other and the material, and to increase academic investment.
- Staff will review academic data (iReady, MCAS, diagnostic tests, common assessments) in regular intervals and in purposeful groups in order to measure student progress academically (leadership team, department meeting, administrative team, with students); this data will then be used to help inform instruction and support as well as to set goals with students.
- Utilize Team Time to provide targeted academic support for students (with a focus on literacy and math; homework completion and support; supporting those with extended absences; etc.) as well as to provide extension activities that engage all learners.
- Staff will develop their understanding of Executive Functioning challenges (which are connected to disabilities, ADHD, trauma, and more) and will then provide structured Executive Functioning learning opportunities for students. They will use the following anchor text to build capacity and tools: “ADHD, Executive Function & Behavioral Challenges in the Classroom: Managing the Impact on Learning, Motivation, and Stress”.
- Staff meetings and building-based PD time will be structured to maximize teacher engagement and learning around the topic of how we equitably meet the needs of our diverse learners. This will include PD on:

monitor and discuss their progress throughout the year.

- Relative to 2022-2023 MCAS data, the “all students” group demonstrates an increase in achievement as measured by standardized measures with a specific focus on closing the achievement gap between those subgroups that are underachieving (students with disabilities; low-income; high needs; lowest performing) relative to “all”.
- As a school, we have made progress towards state-defined MCAS benchmarks (accountability; recovery targets).
- An increase in targeted student support will result in an increase in grades over the course of the year, a decrease in absence rates relative to 2022-2023 (goal - 97% of our students will be at school every day and we will have less than a 8% rate for chronic absenteeism), an increase in standardized test scores for those students (iReady and MCAS), and an increase in feelings of student accomplishment as measured through survey data.
- The development and alignment of systems has resulted in a more cohesive and purposeful student and staff learning experience. This will be documented through ILT and Staff Meeting agendas, CPT agendas, SST meeting notes, and measured with an end of year survey for students as well as staff.
- Staff will demonstrate their understanding of Executive Functioning best practices through the alignment and classroom utilization of the tools learned through the text and PD. This is expected in 100% of classrooms and will be measured through observations.

executive functioning; trauma-sensitive teaching practices; marginalized students; students with disabilities; being culturally aware and responsive.

- Early Release and In-Service Meetings will focus on: Departmental Priorities; Professional Learning associated with our district and school priorities.
- The Instructional Leadership Team will focus on improving school-wide academic systems in order to improve on the teaching and learning experience. This will include aligning instructional practices; improving the SST process; evaluating and making changes as to how time is used in our schedule; increasing collaboration among staff; increasing communication and connection with parents and caregivers.
- Teachers and administrators will participate in Curriculum Reviews (World Language, Science).
- Teachers will participate in year two of the Literacy Leadership Team.
- Teachers who are part of the Literacy Leadership Team will participate in 10 hours of PD on adolescent literacy through Hill for Literacy.
- Social studies teachers in grades 6 & 7 (who volunteer to do so) will field test the new Investigating History Curriculum.
- 8th Grade Social Studies teachers will participate in Professional Development to help prepare students for the Civics MCAS.
- Select teachers and administrators will participate in the District Math Pathways Committee, where the district will explore and redefine math pathways in order to provide equitable access for higher level coursework.
- Math teachers will build coaching relationships with the Math Coaches and will utilize them for PD, for coaching, and for data meetings.
- Paraeducators will participate in professional development in alignment with the new IEP, with a particular focus on maximizing in-class support, data collection, and strength-based IEPs.

<ul style="list-style-type: none"> ● Rebuild our Coolidge Core Values with the entire community, ensuring they reflect the importance of high-quality teaching and learning qualities. 	
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Additional Strategic Objective: Authentic Family Engagement, Connection and Communication

<i>Activities</i>	<i>Outcomes for 2023-24 School Year</i>
<ul style="list-style-type: none"> ● Teachers will make time to connect with families to build authentic relationships with parents/ caregivers. ● Teachers and teams will maintain strong lines of communication with parents, including their “At a Glance” pages, team emails, positive personal emails, phone calls, and parent meetings. ● When needed, teachers and parents will work collaboratively, productively, and with a problem-solving mindset that always keeps students at the center. ● Teams, administrators, and the Middle School METCO Coordinator will purposefully increase outreach and connection with Boston resident parents/ caregivers. ● Staff will be trained how to use various translation tools, and these tools will be utilized with families for all communications. 	<p>As measured through staff and family surveys as well as personal conversations:</p> <ul style="list-style-type: none"> ● Stronger foundational connections have been built between teachers and parents/ caregivers, including a true team mindset where all parties contribute meaningfully to a shared outcome. ● Parents/ caregivers will feel heard as part of their student’s learning experience. ● Parents will feel informed at the school, team, and classroom level regarding the school perspective of their student’s learning experience and progress. ● Our Boston resident parents/caregivers will feel a strong sense of community and connection.

Systems for Instructional Improvement

Parker Middle School - 2023/2024 School Improvement Goals

Vision of Excellent Instruction:

We, at Parker Middle School, believe in ensuring excellent outcomes for all students; we believe that high quality instructional systems are key to improving outcomes for students.

If high quality instructional strategies are universally designed so that all students are capable of reaching grade level standards with firm goals and flexible means to reach those goals, **then** 80 percent of students will reach grade level standards through the following:

- Professional development for staff that targets concrete instructional skills
- Professional Learning Communities (PLCs) that allow for teacher leadership, shared ownership, and sharing best practices
- Teacher coaching through observation and feedback
- Growth-mindset for students to enable students to achieve their academic personal best

In 2023/2024, we will improve growth and achievement for our students with the following initiatives/action steps, organized within five different areas of instructional improvement: school wide professional development; quality of instructional materials and curriculum; observation, feedback, coaching; instructional leadership team; common planning time, cohort teams, grade level teams, content teams.

Essential Questions:

- What strategies and approaches can educators employ to effectively implement standards-based instruction and ensure that all students achieve mastery of essential learning standards?
- How can we create high quality, authentic learning experiences for students that celebrate and honor students' unique backgrounds and experiences?
- How do we provide space for student ownership and voice in this work to measure our progress?

[Parker School Improvement Plan](#)

Levers of Instructional Improvement:	Action Steps:
School Wide Professional Development	<ul style="list-style-type: none">● Educators utilize data meetings and teacher-led professional learning communities to enhance their assessment practices and develop universally designed, high-quality lessons aimed at helping all students meet grade-level standards.● Text-based professional development, focusing on Culturally and Linguistically Responsive Teaching and Learning, empowers educators to challenge deficit thinking, enhance classroom instruction, and implement high-quality instructional practices while addressing the unique needs of underserved student populations.

	<ul style="list-style-type: none"> ● PLC ILT <ul style="list-style-type: none"> ○ Goal to work with building principal and assistant principal to move forward the shared goals and vision of the building and the district ○ Promote a positive school learning climate ○ For each member to run a Professional Learning Community (PLC), which will meet five times over the course of the year during a scheduled staff meeting. Each PLC will have a different focus area that will be tied back to the SIP and connected to improving student learning outcomes. ● Partnering with Lynch Leadership Academy to provide a PD series for the Parker Middle School leadership team (principal, assistant principal, team chair, K-8 coordinators, coaches, Asst. Supt) focusing on the following topics: system for instructional improvement; teacher coaching, system for data-driven instruction & decision-making, and leading effective teams for instructional improvement
<p>Quality of Instructional Materials and Curriculum</p>	<ul style="list-style-type: none"> ● Utilize PD structures to develop skills of teachers to successfully and critically consume curriculum. ● Strategically scheduled reading interventionist to provide push-in support for some social studies and science classes to support reading across the curriculum; this is in addition to tier 2 reading instruction groups provided to students during Team Time ● Identified an additional place in 8th grade students' schedules to provide a math intervention class for identified students to provide more time on math instruction. ● Partnering with Mathnasium to provide math tutoring at Parker Middle School. ● Parker administration and staff are participating in the following curricular review teams: <ul style="list-style-type: none"> ○ ELA ○ Science ○ World Language ● Enhance advisory curriculum to have a focus on teaching and connecting developing student skills to align with our core values and anti-bullying work ● Explore and redefine math pathways in order to provide equitable access for higher level coursework
<p>Observation; Feedback; Coaching</p>	<ul style="list-style-type: none"> ● Partnering with Lynch Leadership Academy to provide job-embedding instructional coaching around instructional systems for school-based leadership team (principal, assistant principal, team chair) during first three months of the school year ● Leveraging math coaches to provide job embedded instructional support for math teaching staff. ● Providing additional job-embedded PD for the first three months of the school year through an outside consultant for math teachers that includes but is not limited to, co-teaching support, implementation of IM curriculum, data analysis, and intervention support"

	<ul style="list-style-type: none"> ● DESE SEB Academy coach to work with principal once per month and attend SEB MTSS meetings with Parker’s SEB Academy Team.
<p>Instructional Leadership Team</p>	<ul style="list-style-type: none"> ● Develop the school-based ILT by utilizing team leaders to: <ul style="list-style-type: none"> ○ serve as lead communicator for their team of teachers ○ serve as lead communicator for families on the team (i.e. monthly newsletters, setting up parent meetings, etc.) ○ maintain consistency with routines and activities of the grade level teams ○ meet with building principal and assistant principal for technical and logistical routines of the school ○ run admin/counseling meetings through the use of a running agenda ● Created a shift in Team Time practices to focus on intervention and enrichment/extension. ● Structuring teacher goals with a focus on quantitative data using MCAS to identify areas in need of growth and iReady as a tool to inform instruction. ● Participate in DESE SEB Academy - three year process to conduct a needs assessment of our social, emotional, behavioral supports
<p>Common Planning Time; Cohort Teams; Content Teams; Grade Level Teams</p>	<ul style="list-style-type: none"> ● Revamped Parker common planning time (CPT) to ensure staff are meeting on a regular basis with grade level teams, content teams and provided time for admin to meet with content teams to focus on curriculum, instruction, and assessment once a six-day cycle. <ul style="list-style-type: none"> ○ This work will include time to work with math coach to map curriculum to the standards and and analyze assessment results to inform curriculum and instruction ● Provide opportunities for student engagement and belonging by providing and promoting involvement in after school activities and enrichment opportunities. ● Continue to hold school-day experiences and traditions that engage students in alternative learning experiences, building connections and perspectives, and fun (for example: guest speakers; field trips; assemblies).

Summarized via a memo

**Parker Middle School
Plan Overview 2023-2024**

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- 1.4 Build coherence within METCO Program
- 1.5 Build coherence in MLL Programming

Strategic Objective 2: Coherent Instructional Systems

- 2.1. Enact Special Education Multi-Year Improvement Plan
- 2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)
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- 2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families

	<ul style="list-style-type: none"> ● 2.5 Design a high-quality system of professional learning for RPS ● 2.6 Define a vision for district’s educational/ administrative technology and opportunities to braid current district resources (Tech Plan)
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Mission of W.S. Parker Middle School

We strive to provide a challenging, engaging, and supportive learning environment that honors and fosters the culture, individuality, and potential of every student.

Core Values of W.S. Parker Middle School

Kindness, Community, Personal Best

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

<i>Activities</i>	<i>Outcomes for 2023-24 School Year</i>
<ul style="list-style-type: none"> ● Engage all staff in reading of “Culturally and Linguistically Responsive Teaching and Learning” by Sharroky Hollie, a text-based professional development series, which focuses on culturally and linguistically responsive teaching and learning. Educators will be empowered to challenge deficit thinking, enhance classroom instruction, and implement high-quality instructional practices while addressing the unique needs of underserved student populations. ● Parents/guardians will receive regular communication about attendance in the form of emails and phone calls in line with district protocols. Communication will be used to keep families informed about the number of absences and to offer supports for improving attendance ● During the 2023-24 school year, the schedule for MLL students will be improved to strategically plan services to minimize disruption to core academics. The schedule will be monitored with adjustments made as necessary. ● Enhance advisory curriculum to have a focus on developing student skills to align 	<ul style="list-style-type: none"> ● Staff will demonstrate the use of linguistically and culturally responsive practice when planning for instruction and planning for effective classroom management as demonstrated by common planning agendas and observations of grade level meetings ● Students will remain engaged in classroom activities given appropriate accommodations and supports, resulting in an decrease in time out of class time. <ul style="list-style-type: none"> ○ This will be measured by counseling log data and student surveys. ● Increase average daily student attendance rate to 97%. ● Meet at least 85% of ACCESS “Progress Targets” in 2023.

<p>with our core values and anti-bullying initiatives.</p> <ul style="list-style-type: none"> ● Participate in DESE SEB Academy to conduct a needs assessment of our social, emotional, behavioral supports with a small group of administrators and staff. ● DESE SEB Academy coach will work with the principal and will attend SEB MTSS meetings with Parker’s SEB Academy Team and provide direct feedback and suggestions around implementation of the school’s multi-tiered systems of support. ● Provide opportunities for student engagement and belonging by providing and promoting involvement in after school activities and enrichment opportunities. ● Continue to hold school-day experiences and traditions that engage students in alternative learning experiences, building connections and perspectives, and fun (for example: guest speakers; field trips; assemblies). 	
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Strategic Objective 2: Coherent Instructional Systems

<p style="text-align: center;">Activities</p> <ul style="list-style-type: none"> ● A school-wide professional development plan will be used to guide and enhance learning for Parker staff members. The plan includes the following areas: <ul style="list-style-type: none"> ○ Educators utilize data meetings and teacher-led professional learning communities to enhance their assessment practices and develop universally designed, high-quality lessons aimed at helping all students meet grade-level standards. <ul style="list-style-type: none"> ■ i-Ready diagnostic will be given three times throughout the school year as a measure of student progress ■ Formative data assessments will be reviewed during three staff meetings and action steps will be 	<p style="text-align: center;">Outcomes for 2023-24 School Year</p> <ul style="list-style-type: none"> ● Progress towards MCAS benchmarks or beyond for all student groups, specifically our students on IEPs, students of color and multilingual students. ● A decrease in the achievement gap on district assessments, such as i-Ready, between high needs student groups (special education, English Language learners, and economically disadvantaged) and the general population of students. ● All Parker teachers will have student learning goals focusing on analyzing quantitative data such as MCAS and/or i-Ready as tools to identify areas in need of growth and to inform instruction.
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developed for classroom and school-wide improvement

- Pilot Professional Learning Communities (PLCs) that allow for teacher leadership, shared ownership, and sharing best practices
- Each teacher leader will facilitate a Professional Learning Community (PLC), which will meet five times over the course of the year during a scheduled staff meeting. The focus areas will be: learning acceleration vs. remediation; calibrating on student work using looking at student work protocols; collaborative problem solving; language based learning disabilities; advisory
- Leveraging math coaches to provide job embedded instructional support for math teaching staff.
- Providing additional job-embedded PD for the first three months of the school year through an outside consultant for math teachers that includes but is not limited to, co-teaching support, implementation of IM curriculum, data analysis, and intervention support"
- Partnering with Lynch Leadership Academy to provide a PD series and follow up coaching for the Parker Middle School leadership team (principal, assistant principal, team chair, K-8 coordinators, coaches, Asst. Supt) focusing on the following topics: system for instructional improvement; teacher coaching, system for data-driven instruction & decision-making, and leading effective teams for instructional improvement

<ul style="list-style-type: none"> ● Develop the school-based ILT leveraging teacher leaders to implement improvements such as adjusting the school schedule to increase time on learning. ● Focus on improving structures for general education intervention and supports to ensure all students have access to targeted instruction through the following initiatives: <ul style="list-style-type: none"> ○ Parker staff will implement consistent practices during student Team Time to focus on academic interventions and enrichment/extension of classroom concepts. ○ Strategically scheduled reading and math interventionist to provide push-in support; this is in addition to tier 2 reading and math instruction groups provided to students during Team Time ○ Identified an additional place in 8th grade students' schedules to provide a math intervention class to provide more time on math instruction. 	
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Other Strategic Objectives and Goal Areas

<p style="text-align: center;"><i>Activities</i></p> <ul style="list-style-type: none"> ● Hold monthly Coffee and Conversations with the Principal via Zoom 	<p style="text-align: center;"><i>Outcomes for 2023-24 School Year</i></p> <ul style="list-style-type: none"> ● Increase opportunities for families to engage in two-way communication with the school as measured by an increased attendance in family-school activities.
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**RMHS (DRAFT) SIP
Plan Overview 2023-2024**

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It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Reading Public Schools' Statement of Equity

The Reading School Committee, Central Office, Directors, Principals and Leadership of the Teacher's Association celebrate the diversity of the Reading Community and beyond by embracing differences to empower every student, staff member and family of the Reading Public Schools. We embrace all members of the community no matter where we live, what we look like, what we believe, what language we speak, who we love, or how we learn, consistent with the human dignity of all. When we are unwavering in our commitment to equity, we support every student and staff member in maximizing individual potential. This requires us to identify, analyze, and confront gaps in opportunities and outcomes for all students.

District-Wide Strategic Objectives

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

- 1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress
- 1.2 Build valid data collection systems and analysis procedures
- 1.3. Create, refine and align safety centered process and protocols
- 1.4 Build coherence within METCO Program
- 1.5 Build coherence in MLL Programming

Strategic Objective 2: Coherent Instructional Systems

- 2.1. Enact Special Education Multi-Year Improvement Plan
- 2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)
- 2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)
- 2.4. Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families

	<ul style="list-style-type: none"> ● 2.5 Design a high-quality system of professional learning for RPS ● 2.6 Define a vision for district’s educational/ administrative technology and opportunities to braid current district resources (Tech Plan)
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Mission & Core Values of Reading Memorial High School

The primary goal of Reading Memorial High School is the preparation of students to be literate, skilled, creative, healthy, competent and informed citizens-appreciative of the arts; capable of critical thinking and problem-solving; and able to function intellectually, emotionally and physically within a complex, interdependent and pluralistic world.

The Core Values that guide all members of the RMHS Community and all of our actions and decisions are:

- ❖ RESPECT
- ❖ RESPONSIBILITY
- ❖ PERSEVERANCE
- ❖ SCHOLARSHIP

As educators, we believe our work centers on the pursuit of knowledge and the cultivation of intellectual, emotional and physical well-being. We help our students enhance their ability to think by teaching the symbols and concepts through which thought, and creativity take place, and by developing the skills for using those symbols and concepts. The uses of intelligence with which we are concerned include critical thinking, observing, information gathering, processing and evaluating, listening, logic, computation, oral and written communication, and the application of these skills in decision-making and problem solving. We help our students by imparting knowledge of their bodies and providing opportunities for physical activity.

Portrait of a Graduate Reading Memorial High School

RPS Graduates are leaders of their own learning journey who demonstrate kindness and empathy towards others and a commitment to wellness. They persevere through challenges, embrace multiple perspectives, and aspire to be their best selves in the service of others to better our community and our world.

Learn - Grow - Teach

RPS Graduates are critical thinkers and creative problem solvers. They take ownership of their learning journey and are open to struggle to foster personal growth. They are confident in their beliefs and consider the thoughts and ideas of others. They embrace collaboration to help teach others and remain curious life-long learners.

Empathize - Consider Perspectives - Practice Communal Care

RPS Graduates show kindness and empathy towards others and a commitment to personal wellness and communal care. They are able to persevere through challenges and demonstrate resilience. They authentically reflect through hearing and understanding the experiences, perspectives, and needs of people around them. To navigate relationships with generosity and patience, they listen actively and compassionately.

Engage - Serve - Thrive

RPS Graduates responsibly shape our world through collaboration with their community. They engage with and communicate multiple perspectives, aspire to be their best selves in the service of others in order to thrive, and bring their skills and knowledge to action for the benefit of each other and our world.

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Activities

1. RMHS will engage in work which focuses on embracing students for who they are and ensuring that students are physically, emotionally, and intellectually safe and able to engage in rigorous instruction. For example:
 - a. All faculty at the high school will engage with a Professional Development track throughout the 2023-24 school year that weaves an anchor text and practical application of the selected topic, examples include: literacy, deeper learning, culturally responsive teaching or grading for equity.
2. RMHS will review attendance data using the Student Information System and district created dashboard bi-monthly during administrative / CASEL meetings. During these meetings, specific proactive, student/family interventions will be created and reviewed. Teams will discuss strategies to re-engage students and review barriers impacting students ability to attend and engage in their school day i.e. school phobia, refusal, family challenges, mental health, etc.
3. RMHS will review SST implementation practices to ensure they align with district expectations and are consistently taking place throughout the school year to best

Outcomes for 2023-24 School Year

1. RMHS will identify 2-3 priority focus areas for students to enhance their sense of belonging based on data and participate in a Professional Development track of choice which will be led by school, department and teacher leaders throughout the 2023-24 school year.
 - a. Each PD Track will culminate in presentations to the school-wide staff in the spring which will demonstrate learning and articulate action steps for staff to take to bring about an increased sense of belonging among students in the 2024-25 school year.
2. RMHS will strive for a Daily and Annual Average Attendance rate of 97%.
3. By the end of the 2023-2024 school year, RMHS will reduce out of school and in school suspensions by 5% as evidenced by an increase in interim alternative measures and

<p>support students and staff. This work will also include a review of the DCAP for all staff, in smaller groups / department meetings.</p> <ol style="list-style-type: none">4. RMHS Crisis Response Team will meet at least monthly to review the safety response protocol and make any necessary changes.<ol style="list-style-type: none">a. As part of this work, during the 2023-2024 school year, all new RMHS leaders, nurses, social workers, and school psychologists will be trained in the CSTAG model.b. The RMHS Crisis Response Team will update the Medical and Behavioral Emergency Response Plans using the new template from DESE and ensure it is communicated with staff.c. The RMHS Crisis Response Team will create a flowchart to describe staff response to crisis events on campus. This should include staff school phone extensions and cell phone numbers to facilitate timely response.d. After every critical incident, the RMHS Crisis Response Team will debrief the incident and ensure that appropriate documentation has been collected and submitted.e. All building leaders will be trained in Reunification, QBS, CPR, and First Aid prior to the start of the 2023-2024 school year.5. The METCO Director and RMHS Principal will engage in monthly principal meetings to engage in collective problem solving and coherence making.	<p>reengagement activities when students are returning to their educational settings.</p> <ol style="list-style-type: none">a. RMHS will maintain a drop out rate of below 1 percent. <ol style="list-style-type: none">4. RMHS will work within the Crisis Response Team to ensure systems and supports are aligned so that when there is an unsafe situation or threat to safety there is an appropriate response 100% of the time.<ol style="list-style-type: none">a. This will be measured by ensuring that trained CSTAG staff run the CSTAG protocols every time there is a potential threat in or about the school.b. Documentation of the CSTAG protocol will be maintained by the principal in hardcopy in the Principal's Office.c. After every critical incident, the RMHS Crisis Response Team will debrief the incident and ensure that appropriate documentation has been collected and submitted.5. RMHS will work with the District and School METCO Directors to implement consistent programming and best practices to improve student academic, social and emotional excellence in accordance with the greater vision of METCO.<ol style="list-style-type: none">a. During the 23-24 school year, school principal and the METCO director will engage in ongoing
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<p>6. RMHS teachers will have access to strategies and supports to ensure MLL students are active and engaged participants in all classroom lessons and activities and equal members of the classroom community. Additionally, supports will be provided to ensure MLL families are connected to the school community and their child’s academic progress.</p>	<p>observation/feedback cycles to support the new METCO Director at RMHS with their individualized goals.</p> <ul style="list-style-type: none"> b. The Principal and district METCO Director will meet monthly to track this progress. c. The RMHS METCO Director will also attend the following meetings/classes weekly/monthly to ensure he is connected with the greater RMHS community: <ul style="list-style-type: none"> i. Admin / Ops ii. CASEL iii. SST - when relevant iv. Faculty / Staff v. Flex <p>6. The RMHS Principal will ensure that translation and interpretation protocols and resources are available to staff, students and parents / caregivers when needed.</p> <ul style="list-style-type: none"> a. During the 2023-24 school year, job-embedded coaching will be available to teachers of MLL students to support implementation of SEI strategies and equitable and culturally responsive practices in the general education setting.
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Strategic Objective 2: Coherent Instructional Systems

Activities	Outcomes for 2023-24 School Year
<ul style="list-style-type: none"> 1. RMHS will implement the recommendations of the special education program reviews, including changes and improvements to program structure and alignment, staffing designs, staff training, and least restrictive environment guidance. 2. During the 2023-24 school year RMHS will ensure leaders and members of the following departments participate in a consistent and articulate curriculum review process in the following areas: <ul style="list-style-type: none"> a. Science 	<ul style="list-style-type: none"> 1. Targeted RMHS staff will participate in Professional Learning aligned with the initiatives of the special education program review. 2. RMHS staff in World Language and Science Departments will engage in an articulated curriculum review process used to review instructional materials, practices and assessments in identified content areas in the 2023-24 school year. <ul style="list-style-type: none"> a. By the end of the 2023-24 school

<p>b. World Language</p> <p>3. RMHS will implement year 1 of Innovation Career Pathways courses in Advanced Manufacturing (Engineering) and Information (Computer Science and Digital Media).</p> <ul style="list-style-type: none">a. RMHS will solidify Innovation Career Pathway courses for year 3 and 4 of each content area, specifically in the area of Dual Enrollment. Continue to broaden recruitment and promote the innovative curriculum and work-based learning opportunities inherent to each Pathway.b. RMHS will also explore additional pathways opportunities, such as Clean Energy, Healthcare and Social Assistance, Environmental and/or Life Science and Business or Finance and make recommendations to the central office leadership team by December of 2023 through the "RMHS Instructional Leadership Team and IP Advisory Board."c. RMHS will explore and apply for grant opportunities to supplement costs of infrastructure/supplies and program development.d. RMHS will foster partnerships with institutions of higher education, like Middlesex Community College and	<p>year, each curriculum review processes underway will result in a written document outlining the findings of the curriculum review process and the recommended next steps in the areas of adoption of high-quality core instructional materials, training to support implementation of research-based instructional practices and/or utilization of new or updated assessments.</p> <p>3. As documented in the RMHS Program of Studies, multiple Innovation Career Pathways are in place, allowing at least 50 students per year to explore college and career pathways beginning in the 2023-24 school year.</p> <ul style="list-style-type: none">a. By December 2023, the RHMS Instructional Leadership Team and the ICP Advisory board will make recommendations for expanding the Innovation Career Pathways for the 2024-25 school year.b. The demographics of students enrolled in Innovation Career Pathways will have the goal to be reflective of the RMHS student body (ex. 50% females in the school 50% females in the ICPs).c. As documented in the RMHS program of studies for the 2024-25 school year dual enrollment courses will be added to ICP identified departments to all students to earn college credits; students have the ability to graduate from RMHS with up to 20 credits by the 2025-26 school year.d. RMHS will strive for 100% of RMHS seniors that are academically eligible to participate in an internship or capstone project by 2025-26 academic year.
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University of Massachusetts Lowell, to offer dual enrollment courses in multiple departments beginning in earnest in 2023-24 with at least one course and expanding to meet the needs of IP and the school in 2024-25.

- e. RMHS will leverage the annual inventory of the Program of Studies to create new high interest course offerings and programmatic planning that aligns with dual enrollment courses.
 - f. RMHS will create a catalog of internship and capstone project opportunities by building strong relationships with outside agencies in higher education, industry and community to ensure adopted programming aligns with industry and community needs and / or the skills for specific areas of study in the postsecondary world (college, career, trades, military).
 - g. RMHS will continue to adapt and expand the current Innovation Career Pathways Advisory Board, and / or create additional boards to support the development of the Skills Capital areas of focus.
 - h. RMHS will build on lessons learned from spring 2023, design expanded Work-Based Learning Opportunities and Career and Technical Education (CTE) options for the 2024-25 school year.
4. The RMHS School Counseling Department will utilize Project Wayfinder and SCOIR, college and career readiness and student development curriculum with students in grades 9-12 to teach and practice social skills and competencies focused on proactively building belonging and defining personal success, as well as explore career

4. At the culmination of grade 12, RMHS students will be able to make informed decisions about their post-secondary plans as a result of increased exposure to college and career options throughout their time at RMHS as demonstrated by student surveys and focus group data.

interests and carry out the college, trades or military application process.

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| <ul style="list-style-type: none"> a. The School Counseling Department will Implement elements of MyCap, a DESE supported work-based learning curriculum and plan, with students participating in Innovation Career Pathways that enhance the already existing college and career counseling curriculum. In addition, use with students outside of the ICPs that would benefit from this more specific work-based learning plan and potentially experiences while at RMHS. <p>5. Select RMHS staff will participate in a stakeholder/community collaborative group to identify, examine, and make recommendations for Secondary Math Pathways (SY23-24).</p> <ul style="list-style-type: none"> a. The team will identify targets for percentage of students in advanced courses and expected increase of students of color, multilingual students, and economically disadvantaged students in advanced courses. b. The team will create an implementation plan based upon the recommendations with clear benchmarks and timelines. c. The implementation plan will include structures and supports aimed at increasing participation in advanced math courses by students traditionally not represented. <p>6. RMHS will Identify resources and spaces needed to support programming for students aged 18 to 22 enrolled in the EMBARC program.</p> | <p>5. An expanded secondary math pathway will be developed through the Secondary Math Pathway Committee which will offer students more opportunities and choices in math courses, as well as increased access to advanced math courses.</p> <ul style="list-style-type: none"> a. The expanded secondary math pathway will eliminate barriers for students who have traditionally not been given access to advanced math courses. b. The secondary math pathways plan will be available on the RPS website and high school courses are detailed in the RMHS program of studies. <p>6. Beginning in the 2024-25 school year, RMHS leadership and faculty will develop post secondary programming for students who have aged out of the EMBARC program.</p> <ul style="list-style-type: none"> a. The post secondary program will support transition from school to community by age 23 as demonstrated by a program |
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<p>7. RMHS will support and develop a building-based data team that will be charged with developing routines for data analysis and action planning at the, including how staff monitor, understand and use data.</p> <p>8. During the 2023-24 school year, RMHS department heads will continue to receive professional development and coaching in staff observations and providing feedback.</p> <ul style="list-style-type: none">a. In addition, the role of the department head in supporting learning and teaching within their departments will be clearly defined and articulated. For example, department heads will receive support as they design and implement professional learning for their departments aimed at accomplishing district and school goals.b. RMHS leadership, in collaboration with the district and department heads will work together to carve out collaborative meeting time for staff and determine required supports or changes needed to ensure collaborative time supports implementation of new learning, allows for staff to incorporate meaningful opportunities for reflection and collaboration with colleagues, and supports a culture of learning leading to positive student outcomes.<ul style="list-style-type: none">i. Artifacts, such as collaborative meeting agendas and meeting minutes/notes, will be	<p>description posted on the RMHS website and enrollment of students who have completed high school level services at RMHS.</p> <p>7. Assessment results and data sets will be used by the RMHS Instructional Leadership Teams to monitor school goals and to create action steps to impact educational gaps revealed through analysis.</p> <p>8. RMHS will be defined by a Professional Learning Culture in which staff demonstrate a shared understanding of the meaning and methods of professional learning required to improve outcomes for all students and a commitment to continuous learning.</p> <ul style="list-style-type: none">a. As such, the annual Professional Learning Plan will reflect the following:<ul style="list-style-type: none">i. High-quality professional development options available to all staff roles that provide ample opportunity for adult continuous learning and growth (both district-provided and staff selected)ii. Job-embedded professional learning opportunities driven by staff and student need and customizable to address staff experience and skill level, such as instructional coachingiii. Collaborative professional learning opportunities that build consistent experiences, allowing staff to learn from others and to share experience and expertise (both district-provided and staff selected). <p>9. The RMHS principal will effectively build leadership capacity in administrators and</p>
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<p>gathered to support recommendations for updates to collaborative meeting time for the 24/25 school year and to document professional learning needs and opportunities</p>	<p>teacher leaders to support the objectives of the district strategic plan, school improvement plan, and the individual goals of leaders through professional learning and growth as measured by progress towards the goals and outcomes of school improvement plans.</p>
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Other Strategic Objectives & Goal Areas

<i>Activities</i>	<i>Outcomes for 2023-24 School Year</i>
<p>1. The RMHS leadership team will work to promote student voice, self- advocacy and engagement through the expansion and addition of student organizations with the overarching goal of increasing student sense of belonging.</p>	<p>1. Through increased student voice, self-advocacy and engagement will improve and bring about positive outcomes in the academic areas including, but not limited to:</p> <ul style="list-style-type: none"> a. Increase advanced coursework participation rates for high needs students by 10% in the 2023/24 school year. b. Increased access to electives, with a focus on under prescribed courses within each department. c. Achievement of meeting expectations or higher on MCAS in ELA, Math and Science. and /or meeting DESE outlined targets for the academic year. For those who do not pass or meet expectations, students are enrolled in an intensive MCAS intervention course that is individually tailored to each student based on the analysis of their previous year’s MCAS results or will be provided targeted supports within the context of their existing math or ELA

<p>2. Building upon the work of the consulting team and scheduling committee over the past 2-years, RMHS will commit to adopting a new internal schedule for the 2024-25 school year if it is determined that the change to the internal schedule will yield more equity across subject areas and bring about a wider swath of course options for students.</p>	<p>classes, science will take place during flex prior to the MCAS retakes annually.</p> <p>2. Adopt a new internal schedule for the 2024-25 school year if it is determined that the change to the internal schedule will yield more equity across subject areas and bring about a wider swath of course options for students.</p> <ul style="list-style-type: none">a. Meet w/ the scheduling committee to determine next steps in the adoption processb. Meet with community stakeholders (students, staff, parents, district administration, School Committee) to communicate progress on adoption of a new internal schedule and final decision for the 2024-25 school year.
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